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ABSTRACT

This supplementary volume presents appendixes A-E associated with a 1-year study which determined what secondary school students were doing as they engaged in the Chelsea Bank computer software simulation activities. Appendixes present the SCANS Analysis Coding Sheet; coding problem analysis of 50 video segments; student and teacher interview forms; student interviews; and teacher interviews. (RS)

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ED 398 532

Cognitive, Social, and Literacy Competencies: The Chelsea Bank Simulation Project

Year One: Final Report

To the Andrew W. Mellon Foundation
and the Russell Sage Foundation

From the Center for Reading and Language Studies
School of Education, Indiana University
August 1996

Appendices

Appendix A:	SCANS Analysis Coding Sheet
Appendix B:	50 Segments Coding Problem Analysis
Appendix C:	Student and Teacher Interview Forms
Appendix D:	Student Interviews (6/95)
Appendix E:	Teacher Interviews (6/95)

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Appendix A

SCANS Analysis Coding Sheet

Chelsea Bank — Observation Form

Subjects _____ Teacher _____

Observer _____ Video _____ Start Time _____

Student time: **0 = none/little** **1 = about half** **2 = most/all**

min

Res's	In'p 1	In'p 2	Info 1	Info 2	Info 3	Sys'm	Tech	Read	Write	Math	Oral

Notes:

min

Res's	In'p 1	In'p 2	Info 1	Info 2	Info 3	Sys'm	Tech	Read	Write	Math	Oral

Notes:

min

Res's	In'p 1	In'p 2	Info 1	Info 2	Info 3	Sys'm	Tech	Read	Write	Math	Oral

Notes:

min

Res's	In'p 1	In'p 2	Info 1	Info 2	Info 3	Sys'm	Tech	Read	Write	Math	Oral

Notes:

min

Res's	In'p 1	In'p 2	Info 1	Info 2	Info 3	Sys'm	Tech	Read	Write	Math	Oral

Notes:

Appendix B

50 Segments Coding Problem Analysis

Segment Description

13-Aug-96

Segment Data

Segment Number	1	**Other Students**	Yes
School	John Jay	**Tape Number**	1
Start Time	11.54	**Teacher**	David Raphael
End Time	14.07	**Students' Names**	Darlene, Laura, Elizabeth
Scenario	1) Fran Friendly	**Teacher Involvement**	2.00

Segment Overview

Segment Duration 2.13

Where in Scenario? ***Beginning of new scenario***

Description of Segment

The teacher is present as the segment begins. We don't know if the teacher was asked by the group or whether he just dropped in on the group. They are attempting to determine if they should cash a check. The teacher asks them if they have checked the manual. They reread the manual and the teacher asks whether the information is acceptable. He asks them to make decisions but continues to direct them to the manual. He also asks them to check how they would move to the second page of the manual. The students work in response to the teacher questions. They read what is on the screen and answer the teacher's questions. The students respond independently with little collaboration between the members of the group. Basically, this is a teacher asking questions and students following the leads provided by the teacher. They work independently from each other but not independently from the teacher.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	0	**Problem Solving**	3	**Concepts**	2

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	2.5	**Make Predictions**	0
Previous Specific Learning	1	**Collaborate in Problem Analysis**	1	**Previous General Learning**	0.5
Seek Help	1	**Make Changes**	0.5		

1

Segment Data

Segment Number	2	**Other Students**	Yes
School	John Jay	**Tape Number**	1
Start Time	16.14	**Teacher**	David Raphael
End Time	19.12	**Students' Names**	Greg, Alvin, Stan
Scenario	1) Fran Friendly	**Teacher Involvement**	1.33

Segment Overview

Segment Duration 2.58

Where in Scenario? ***Entering consequences***

Description of Segment

The segment begins with this group having arrived at a decision to cash a check. They ask the teacher what they are to do next. He responds by telling them they have to determine the consequences for the bank, the customer, and themselves. He reminds them to take turns. For the remainder of the segment the three boys in the group are engaged in discussing the consequences and typing their responses. They "seem" to discuss their responses before entering them into the computer. However, the sound is poor due to the fact that the teacher can be overhead talking to another group throughout the segment. There is turn taking with the typing of the responses. They help each other with the use of the computer, typing of the responses, and discussing their responses.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	3	**Concepts**	2.5

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	2	**Make Predictions**	0
Previous Specific Learning	3	**Collaborate in Problem Analysis**	2.5	**Previous General Learning**	0.5
Seek Help	2.5	**Make Changes**	0		

Segment Data

Segment Number	3	**Other Students**	Yes
School	John Jay	**Tape Number**	1
Start Time	21.12	**Teacher**	David Raphael
End Time	23.28	**Students' Names**	Greg, Alvin, Stan
Scenario	1) Fran Friendly	**Teacher Involvement**	1.33

Segment Overview

Segment Duration 2.16

Where in Scenario? ***Reviewing decisions/consequences***

Description of Segment

The group reads the results of a previous decision and learn that they have made a bad decision. They read the decision together from the screen and immediately recognize that the decision has been poor. The teacher directs them to go back to the decision. He tells them to print the copy. He then tells them to go on to the next segment. He (the teacher) asks them what they have learned from the segment. The students discuss the reason they made the decision and briefly discuss the influence of the situation on their decision.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	2	**Problem Solving**	2.5	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	2.5	**Make Predictions**	0
Previous Specific Learning	2	**Collaborate in Problem Analysis**	0.5	**Previous General Learning**	2
Seek Help	1	**Make Changes**	1		

Segment Data

Segment Number	4	**Other Students**	Yes
School	John Jay	**Tape Number**	1
Start Time	23.37	**Teacher**	David Raphael
End Time	25.24	**Students' Names**	Suzy, Fabiola, Jose
Scenario	1) Fran Friendly	**Teacher Involvement**	2.00

Segment Overview

Segment Duration 1.47

Where in Scenario? ***Reviewing decisions/consequences***

Description of Segment

This group is completing the entry of a decision and consequences. The teacher asks what they did to arrive at the decision and one student explains that they used the manual. The teacher watches as they go to the next screen to determine the simulation response to their decision. The students print out their response and then look at the decision results. They read the decision from the screen. The teacher asks how they feel and the students say they feel good except they lost a friend who may have missed the bus. The teacher asks if the decision was worth it and they respond that it was since the job is important to their well being.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	1	**Problem Solving**	2	**Concepts**	2

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	1.5	**Make Predictions**	0
Previous Specific Learning	2	**Collaborate in Problem Analysis**	0	**Previous General Learning**	2
Seek Help	2.5	**Make Changes**	0		

Segment Data

Segment Number	5	**Other Students**	Yes
School	John Jay	**Tape Number**	1
Start Time	25.25	**Teacher**	David Raphael
End Time	27.41	**Students' Names**	Harold, Toni, Eureka
Scenario	1) Fran Friendly	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 2.16

Where in Scenario? ***Entering consequences***

Description of Segment

This segment begins as the teacher is called over and asked how to spell a word they want to type. The students are typing the rules of good banking that they believe should guide their decision making. The teacher observes for about a minute and acknowledges their good responses. For the remainder of the segment, the students suggest other rules of good banking and type them into the computer. There is discussion between the students as to the length and appropriateness of the responses. One student suggests that the responses should be longer. The students do take turns suggesting responses and one student enters the information.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	2	**Problem Solving**	2	**Concepts**	1.5

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	2.5	**Collaborate in Problem Analysis**	2	**Previous General Learning**	1
Seek Help	2	**Make Changes**	0		

Segment Data

Segment Number	6	**Other Students**	Yes
School	I.S. 218	**Tape Number**	3
Start Time	3.19	**Teacher**	Diana Rodriguez de Arma
End Time	4.32	**Students' Names**	Kenny, Ramon, Jeffrey
Scenario	1) Fran Friendly	**Teacher Involvement**	1.33

Segment Overview

Segment Duration 1.13

Where in Scenario? ***Considering scenario problem***

Description of Segment

Three boys call to the teacher and announce that a check they are looking at is not good. They respond in unison that the signature is not good. They are told to turn the check over. They continue to say the check is not good. The teacher again asks them to click on the check to turn it over. They do so and then recognize that the check is good.

General Categories: Averages for Two Raters

Basic Skills	2	**Collaboration**	2	**Problem Solving**	2	**Concepts**	2

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	2	**Make Predictions**	0
Previous Specific Learning	1.5	**Collaborate in Problem Analysis**	2	**Previous General Learning**	0
Seek Help	2	**Make Changes**	1		

Segment Data

Segment Number	7	**Other Students**	Yes
School	I.S. 218	**Tape Number**	3
Start Time	4.45	**Teacher**	Diana Rodriguez de Arma
End Time	6.29	**Students' Names**	Yadhira, Nayris Elizabeth
Scenario	1) Fran Friendly	**Teacher Involvement**	2.00

Segment Overview

Segment Duration 1.44

Where in Scenario? ***Considering scenario problem***

Description of Segment

The girls are discussing how to proceed and they turn to the teacher for help. The teacher directs them by asking whose account should be examined. They told what to enter the Friendly's name and they do so. The continuously look to the teacher for help. They seem confused about what to do. They read from the screen and enter data.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	1	**Problem Solving**	3	**Concepts**	2

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	3	**Make Predictions**	0
Previous Specific Learning	0	**Collaborate in Problem Analysis**	1	**Previous General Learning**	0
Seek Help	3	**Make Changes**	0		

Segment Data

Segment Number	8	**Other Students**	Yes
School	I.S. 218	**Tape Number**	3
Start Time	17.25	**Teacher**	Diana Rodriguez de Arma
End Time	20.02	**Students' Names**	Chris, Martin, Gabriel
Scenario	1) Fran Friendly	**Teacher Involvement**	1.33

Segment Overview

Segment Duration 2.37

Where in Scenario? ***Considering scenario problem***

Description of Segment

Three boys are entering the effects of their decision for the scenario. They discuss where the information is to be entered, prompt each other with answers, and one boy enters the data. The teacher is heard in the background prompting them as to where they should be in their work.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	2	**Problem Solving**	3	**Concepts**	2

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	1	**Collaborate in Problem Analysis**	2	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	9	**Other Students**	Yes
School	I.S. 218	**Tape Number**	3
Start Time	20.29	**Teacher**	Diana Rodriguez de Arma
End Time	22.12	**Students' Names**	Darlene, Laura, Elizabeth
Scenario	1) Fran Friendly	**Teacher Involvement**	0.67

Segment Overview

Segment Duration 1.43

Where in Scenario? ***Entering consequences***

Description of Segment

Three girls are involved in discussing and entering the consequences for a decision they have just made. The teacher passes by and asks if they are entering the consequences for the bank. They point out that they are. They then go on to discuss and enter consequences. They seem to be discussing responses and developing joint responses.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	3	**Concepts**	2

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	2	**Collaborate in Problem Analysis**	3	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	10	**Other Students**	Yes
School	I.S. 218	**Tape Number**	3
Start Time	24.29	**Teacher**	Diana Rodriguez de Arma
End Time	25.36	**Students' Names**	Darlene, Laura, Elizabeth
Scenario	1) Fran Friendly	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 1.07

Where in Scenario? ***Reviewing decisions/consequences***

Description of Segment

Three girls are not sure how to interpret the response on the screen. They want to know if they have made a good decision and are not sure if they have done so. They ask the teacher for assistance. The teacher directs them to go back in their work to see if they have left out a step. They follow her directions and discover that they have left out a step.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	1	**Problem Solving**	2.5	**Concepts**	1

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	2	**Make Predictions**	0
Previous Specific Learning	2	**Collaborate in Problem Analysis**	1	**Previous General Learning**	0
Seek Help	3	**Make Changes**	0		

Segment Data

Segment Number	11	**Other Students**	Yes
School	I.S. 218	**Tape Number**	5
Start Time	8.21	**Teacher**	Diana Rodriguez de Arma
End Time	31.13	**Students' Names**	Darlene, Laura, Elizabeth
Scenario	2) John Gumble	**Teacher Involvement**	1.00

Segment Overview

Segment Duration 22.51

Where in Scenario? ***Making a choice (answering)***

Description of Segment

This segment carries through almost the entire scenario in which the customer attempts to deposit money in the bank. The three girls are very engaged in the task. They help each other, point out errors in counting and sorting the money, and arrive at common decisions. There is a significant amount of collaboration. On two occasions the teacher enters to check on their work and provide some brief assistance. However, in general the three girls work alone. They discuss answer choices, watch and help (correct) the person who assembles the money, discuss next steps, and work their way through the scenario. Their biggest problems appear to be to follow the simulation procedures as to what to do next.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	2.5	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	2.5	**Make Predictions**	2
Previous Specific Learning	3	**Collaborate in Problem Analysis**	2.5	**Previous General Learning**	1
Seek Help	1	**Make Changes**	0.5		

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Segment Data

Segment Number	12	**Other Students**	Yes
School	I.S. 218	**Tape Number**	6
Start Time	1.03	**Teacher**	Diana Rodriguez de Arma
End Time	6.32	**Students' Names**	Darlene, Laura, Elizabeth
Scenario	2) John Gumble	**Teacher Involvement**	1.33

Segment Overview

Segment Duration 5.29

Where in Scenario? ***Reviewing decisions/consequences***

Description of Segment

This short segment shows the teacher interacting with three students who have just completed the second scenario. At the beginning of the segment, the teacher is dismissing the rest of the class as the three girls complete entering the consequences of their decision. They discuss possible responses and enter them in the computer. They then consider what to do to complete the scenario. They ask the teacher what to do when it says to print the report. They review the decision, but do not seem sure if they have made a correct decision. The teacher guides them in considering their response. They then close down the program and are dismissed from class.

General Categories: Averages for Two Raters

Basic Skills	2.5	**Collaboration**	3	**Problem Solving**	2.5	**Concepts**	1.5

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	2.5	**Make Predictions**	0
Previous Specific Learning	3	**Collaborate in Problem Analysis**	2	**Previous General Learning**	0
Seek Help	2.5	**Make Changes**	0.5		

Segment Data

Segment Number	13	**Other Students**	Yes
School	John Jay	**Tape Number**	7
Start Time	6.37	**Teacher**	David Raphael
End Time	12.45	**Students' Names**	Suzy, Fabiola, Jose
Scenario	2) John Gumble	**Teacher Involvement**	1.33

Segment Overview

Segment Duration 6.08

Where in Scenario? ***Beginning of new scenario***

Description of Segment

The segment starts as the students are confused about how to get the scenario started. They call to the teacher for help and he provides some general advice. They read from the screen to understand the problem for the scenario. They read the response from the first scenario and read that they have made the right decision. They then read the problem for the next scenario. They read independently, but one of the students reads aloud. The teacher gives them advice about dragging the mouse with the money. They discuss how to sort the money so that it can be counted. They work together and help each other with the sorting and counting of the money. The segment ends as they begin to fill in a tally sheet.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	2.5	**Problem Solving**	3	**Concepts**	1.5

Problem Solving Strategies: Averages for Two Raters

Focused	2.5	**Recognize Confusion**	2.5	**Make Predictions**	0
Previous Specific Learning	1.5	**Collaborate in Problem Analysis**	3	**Previous General Learning**	0
Seek Help	2.5	**Make Changes**	0.5		

Segment Data

Segment Number	14	**Other Students**	Yes
School	John Jay	**Tape Number**	7
Start Time	13.16	**Teacher**	David Raphael
End Time	17.25	**Students' Names**	Suzy, Fabiola, Jose
Scenario	2) John Gumble	**Teacher Involvement**	0.33

Segment Overview

Segment Duration 4.09

Where in Scenario? ***Making a choice (answering)***

Description of Segment

The three students are completing the tally. They go to the manual to determine if they have done the work correctly. They learn what to do when the tally and the deposit slip do not match. One student dominates the activity, but the others are intently following her work and seem to offer suggestions and reinforcement for her work. They go through the process of sorting and counting the money.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	2	**Problem Solving**	3	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0.5	**Make Predictions**	0
Previous Specific Learning	1.5	**Collaborate in Problem Analysis**	3	**Previous General Learning**	0
Seek Help	2.5	**Make Changes**	0		

Segment Data

Segment Number	15	**Other Students**	Yes
School	John Jay	**Tape Number**	7
Start Time	17.26	**Teacher**	David Raphael
End Time	31.05	**Students' Names**	Suzy, Fabiola, Jose
Scenario	2) John Gumble	**Teacher Involvement**	1.00

Segment Overview

Segment Duration 13.39

Where in Scenario? ***Reviewing decisions/consequences***

Description of Segment

The teacher enters the activity and asks if they have used the tally sheet for counting the money. He shows them how to do that. They then enter the amounts in the tally sheet as the teacher goes off to work with other students. The students work together in completing the tally. They work together and make suggestions as to how to proceed. They use the manual to determine what procedures to follow when the amount is not correct. They consider the various options and make a decision. They then consider completing the report which causes them to restate the problem and consider the consequences. They take turns entering data. All of the students are involved in making decisions, but it is the student leader in the group who encourages them to become involved. They discuss the consequences and enter their responses. It is interesting that more discussion (thinking) occurs as they consider the consequences.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	2.5	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	1	**Make Predictions**	3
Previous Specific Learning	2	**Collaborate in Problem Analysis**	2.5	**Previous General Learning**	0.5
Seek Help	2.5	**Make Changes**	0		

Segment Data

Segment Number	16	**Other Students**	Yes
School	John Jay	**Tape Number**	8
Start Time	0.08	**Teacher**	David Raphael
End Time	5.34	**Students' Names**	Suzy, Fabiola, Jose
Scenario	2) John Gumble	**Teacher Involvement**	0.33

Segment Overview

Segment Duration 5.26

Where in Scenario? ***Entering consequences***

Description of Segment

The segment begins when the students are confused because they can't find the customer's name in the credit check. They are guided by the teacher to look in the account. They then revise their process and enter consequences. The teacher reminds them to take turns. The complete the scenario and print the report. It is obvious from teacher voice in the background that the teacher is guiding the students through the segment. The students get in groups after the scenario is completed to discuss their consequences.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	0.5	**Concepts**	0.5

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	1.5	**Make Predictions**	0
Previous Specific Learning	1.5	**Collaborate in Problem Analysis**	3	**Previous General Learning**	2
Seek Help	2	**Make Changes**	2		

Segment Data

Segment Number	17	**Other Students**	Yes
School	John Jay	**Tape Number**	10
Start Time	7.22	**Teacher**	David Raphael
End Time	26	**Students' Names**	Alex, Alvin, Naima
Scenario	4) Jane Smiley	**Teacher Involvement**	0.67

Segment Overview

Segment Duration 18.38

Where in Scenario? ***Writing consequences***

Description of Segment

Three students are working on scenario 4. Their voices cannot be heard for most of the segment since the mikes seem to be linked to another group and the teacher. There is discussion in the background as to which scenario students are completing. These students seem to be working intently and there is mouth movement and pointing to the screen. It seems that they are intent, focused, and collaborating. They read from the screen intently. The students seem sure as to what to do. In the second half of this segment, the mike is brought over to the students and the students can be heard. They discuss the consequences as they enter them. Students offer suggestions and develop joint responses. The teacher enters and asks a question. The students answer the question and go on with their work. The teacher leaves the group and they continue entering consequences. They then read the results of their decision from the screen. The read the results (consequences). They seem quite adroit at moving through the computer simulation and are focused on the consequences rather than merely how to get through the computer procedures.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	2.5	**Concepts**	0

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	2.5	**Collaborate in Problem Analysis**	2.5	**Previous General Learning**	0
Seek Help	1	**Make Changes**	0		

Segment Data

Segment Number	18	**Other Students**	Yes
School	John Jay	**Tape Number**	10
Start Time	26.1	**Teacher**	David Raphael
End Time	30.43	**Students' Names**	Alex, Alvin, Naima
Scenario	4) Jane Smiley	**Teacher Involvement**	0.67

Segment Overview

Segment Duration 4.33

Where in Scenario? ***Considering scenario problem***

Description of Segment

The begin working the check cashing segment. They discuss the main problem. They check the main menu to check what to do next. They look in the bank records to see if the person has an account. They work together, checking answers with each other, giving quizzical looks to each other, and talking together. They seek information and think about answers. The teacher asks a question and they reveal that they know where to look for information.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	2.5	**Problem Solving**	2.5	**Concepts**	2

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	1	**Make Predictions**	0
Previous Specific Learning	2.5	**Collaborate in Problem Analysis**	2.5	**Previous General Learning**	0
Seek Help	2	**Make Changes**	0.5		

Segment Data

Segment Number	19	**Other Students**	Yes
School	John Jay	**Tape Number**	11
Start Time	0.43	**Teacher**	David Raphael
End Time	4.16	**Students' Names**	Alex, Alvin, Naima
Scenario	5) John Beadle	**Teacher Involvement**	0.33

Segment Overview

Segment Duration 3.33

Where in Scenario? ***Entering consequences***

Description of Segment

The students are involved in completing the segment by entering the consequences for the scenario they have just completed. They discuss the responses and enter the consequences. Students talk and exchange information as the consequences are entered. It seems to be a joint activity. The teacher is heard in the background completing the class session. The students check the results of their decisions and smile as they read the results of their work.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	3	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	3
Previous Specific Learning	3	**Collaborate in Problem Analysis**	3	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	20	**Other Students**	Yes
School	I.S. 218	**Tape Number**	12
Start Time	9.07	**Teacher**	Diana Rodriguez de Arma
End Time	12.32	**Students' Names**	Chris, Martin, Gabriel
Scenario	6) Dooley	**Teacher Involvement**	2.00

Segment Overview

Segment Duration 3.25

Where in Scenario? ***Considering scenario problem***

Description of Segment

During this segment the teacher directs the students as they begin to consider the problem regarding the depositing of several checks. The teacher seems concerned that the students get started correctly. It may be that this is the first time the three boys are videotaped. The teacher asks them to talk aloud, to explain what they are thinking. She directs them in terms of what they should be looking for as they decide to deposit the checks. They respond to her questions and she continues to ask them questions if the responses are not correct. She makes sure that they understand the problem (someone wants to deposit checks) and that they know what to do to check on that process (examine their accounts). She then moves off and the students work together.

General Categories: Averages for Two Raters

Basic Skills	2.5	**Collaboration**	0	**Problem Solving**	3	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	2.5	**Recognize Confusion**	0	**Make Predictions**	2.5
Previous Specific Learning	3	**Collaborate in Problem Analysis**	0.5	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	22	**Other Students**	Yes
School	I.S. 218	**Tape Number**	13
Start Time	0.47	**Teacher**	Diana Rodriguez de Arma
End Time	11.49	**Students' Names**	Chris, Martin, Gabriel
Scenario	7) Mickey Mike	**Teacher Involvement**	1.33

Segment Overview

Segment Duration 11.02

Where in Scenario? ***Reading the problem***

Description of Segment

Three boys are reading and talking about the "problem" in this scenario. They point to screen, look at each other during discussion. It looks they are counting money. There is a great deal of background noise, teacher talking to others in class. The teacher arrives and begins questioning: "How're ya doin'? What are you up to -- 7? Did you finish 6 already?" When they tell her yes they got it right she asks questions about prior scenario (6). They act like they want her to leave so they can get on with scenario 7. They go back to work -- seems pretty routine. they take turns readily: read choices, point, have eye contact with each other. Two of the three do most of talking and typing and oral reading.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	2.5	**Concepts**	2.5

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	1	**Make Predictions**	1.5
Previous Specific Learning	2.5	**Collaborate in Problem Analysis**	3	**Previous General Learning**	0
Seek Help	1	**Make Changes**	0.5		

Segment Data

Segment Number	23	**Other Students**	Yes
School	I.S. 218	**Tape Number**	13
Start Time	22.05	**Teacher**	Diana Rodriguez de Arma
End Time	31.3	**Students' Names**	Yadhira, Nayris Elizabeth
Scenario	6) Dooley	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 9.25

Where in Scenario? ***Reading choices***

Description of Segment

Begins with three girls reading the choices. It is quiet but they speak softly. They take turns to write consequences: one writes effect on "you," others "bank" and "???". One of the three (in middle) directs other two most of the time. One corrects other on proper typing -- "capital -- use shift." They write Rules for the Bank. They then read the decisions and the explanations. Girl in middle (leader) says, "Oh man we made the wrong decision." Segment ends with them reading the introduction for the next scenario.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	2	**Problem Solving**	3	**Concepts**	2.5

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	3	**Collaborate in Problem Analysis**	1.5	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	24	**Other Students**	Yes
School	I.S. 218	**Tape Number**	16
Start Time	9.03	**Teacher**	Diana Rodriguez de Arma
End Time	22.28	**Students' Names**	Louis, Ramon, Niurca
Scenario	8) Mr. Smith	**Teacher Involvement**	2.00

Segment Overview

Segment Duration 13.25

Where in Scenario? ***Considering choices***

Description of Segment

Three students are surprised by John Smith's profile in the computer. they cannot believe he doesn't work or have a phone. They recognize the mismatch between the man's appearance (bum) and his rights as a customer to cash a check (profile and balance the computer gives for him). They go to the manual to check if they can cash his check without ID. Then the teacher arrives. She pushes them back to review decision choices and why they can or cannot cash it. They reveal that they know the rules. They respond to her probing questions; then they have a group conflict over 2 possible choices. She tells them to go back to the manual to see what to do if the customer doesn't have ID. She leaves as this segment ends.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	3	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	2.5	**Make Predictions**	1.5
Previous Specific Learning	3	**Collaborate in Problem Analysis**	3	**Previous General Learning**	1
Seek Help	3	**Make Changes**	0		

Segment Data

Segment Number	25	**Other Students**	Yes
School	I.S. 218	**Tape Number**	16
Start Time	22.3	**Teacher**	Diana Rodriguez de Arma
End Time	31.05	**Students' Names**	Louis, Ramon, Niurca
Scenario	8) Mr. Smith	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 8.35

Where in Scenario? ***Reviewing decisions/consequences***

Description of Segment

Continues scenario on John Smith with them reading the manual about cashing a check without ID. The three boys discuss which choice to make based on what the manual says . They are confused because the manual does not give a clear decision for them. They try to decide by eliminating two choices and continue to discuss the other options. They make a decision [tape seems to break here because the next thing on tape is reading decisions and their consequences -- no problem or writing consequences or rules for good banking]. They made the right decision; they are elated as they read the other choices and laugh at how they didn't screw up. They expected to get a promotion but the screen tells them they didn't get promoted. They are very disappointed.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	3	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	2	**Make Predictions**	1.5
Previous Specific Learning	2	**Collaborate in Problem Analysis**	3	**Previous General Learning**	0
Seek Help	2	**Make Changes**	0		

Segment Data

Segment Number	26	**Other Students**	Yes
School	John Jay	**Tape Number**	18
Start Time	0.45	**Teacher**	David Raphael
End Time	10.12	**Students' Names**	Rhona, Rettick
Scenario	8) Mr. Smith	**Teacher Involvement**	1.33

Segment Overview

Segment Duration 9.27

Where in Scenario? ***Making a choice (answering)***

Description of Segment

Begins with girl reading the introduction to scenario 8. She raises a question as to whether something is needed. They go to the manual and proceed through the items noted in the manual for cashing a check. Teacher arrives about 3 minutes into the scenario; they select A and in writing the problem state there is no problem. Then Dave asks, If there's no problem why were you initially reluctant to cash the check?" The students then identify the mismatch between the way the customer looks and the data the bank has on this customer. She types in consequences and he monitors what she types and contributes words. Dave asks if this is a case of "Don't judge a book by its cover." They show that they understand by agreeing and stating that the cover is the bum and the book is his large bank account. The scenario ends with their correct choice and them reading the other choices. They are not promoted because they made a mistake on an earlier scenario which they must redo.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	3	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0.5	**Make Predictions**	0
Previous Specific Learning	3	**Collaborate in Problem Analysis**	2.5	**Previous General Learning**	1.5
Seek Help	2	**Make Changes**	0		

Segment Data

Segment Number	27	**Other Students**	Yes
School	John Jay	**Tape Number**	18
Start Time	10.13	**Teacher**	David Raphael
End Time	26.35	**Students' Names**	Rhona, Rettick
Scenario	6) Dooley	**Teacher Involvement**	1.33

Segment Overview

Segment Duration 16.22

Where in Scenario? ***Writing consequences***

Description of Segment

The two students must redo scenario 6 because they made an error on it earlier and therefore did not get promoted after correctly completing scenario 8 (segment 26). Dave remains with the group. They check the checks, front and back, that Janine Dooley wants to deposit. They check the signature, amount, date to verify check, the deposit slip. They decide on choice B. They write the problem, they write report, rules for good banking. And, they got it wrong again. They are very unhappy - groan, moan, say "oh no." They then read the correct choice. Dave asks then what they learned from this. The boy says, "Don't jump to conclusions" and the girl says, "You have to read everything over and over until you get it; not to just run through it." This time they got the promotion. Dave congratulates them. The segment ends with the girl asking what is a customer service representative. Dave tells them they will have a new job next time and suggests they think about what the words customer and service mean.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	3	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	1	**Make Predictions**	0
Previous Specific Learning	3	**Collaborate in Problem Analysis**	3	**Previous General Learning**	0
Seek Help	1	**Make Changes**	0		

Segment Data

Segment Number	28	**Other Students**	No
School	John Jay	**Tape Number**	19
Start Time	13.48	**Teacher**	David Raphael
End Time	26.27	**Students' Names**	Harold, Toni, Eureka
Scenario	7) Mickey Mike	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 12.39

Where in Scenario? ***Beginning of new scenario***

Description of Segment

This segment starts with the 3 students reading the scenario. The students are very engaged and focused throughout the segment. The students are presented with the customer who wants to make a deposit. Mickey Mike stresses that there is no need for the teller to count the money since he is a rich superstar. However, the students decide to count the money as they state that it's a bank policy to do so. Moreover, they discern that they could lose their job if they don't follow the regulations. The segment ends as the students read the consequences.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	2	**Problem Solving**	2	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	2	**Collaborate in Problem Analysis**	2.5	**Previous General Learning**	2
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	29	**Other Students**	No
School	John Jay	**Tape Number**	19
Start Time	26.28	**Teacher**	David Raphael
End Time	29.4	**Students' Names**	Harold, Toni, Eureka
Scenario	8) Mr. Smith	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 3.12

Where in Scenario? ***Considering scenario problem***

Description of Segment

This segment begins with the students discussing the scenario. It appears that a customer resembling a bum wants to cash a check. Although he loos very dirty, the students stress that they need to follow the bank's regulations. They state that they shouldn't stereotype people based on their clothes and appearance.

General Categories: Averages for Two Raters

Basic Skills	2.5	**Collaboration**	1	**Problem Solving**	1	**Concepts**	1

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	1	**Collaborate in Problem Analysis**	1	**Previous General Learning**	1
Seek Help	0.5	**Make Changes**	0		

Segment Data

Segment Number	30	**Other Students**	No
School	John Jay	**Tape Number**	20
Start Time	0.47	**Teacher**	David Raphael
End Time	4.31	**Students' Names**	Harold, Toni, Eureka
Scenario	8) Mr. Smith	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 3.44

Where in Scenario? ***Considering choices***

Description of Segment

Continues scenario on Mr. Smith with them discussing the customer's appearance of being a bum. The students have no difficulty in identifying the correct choice. As a result of their wise decision, they're given a promotion.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	3	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0.5	**Make Predictions**	0.5
Previous Specific Learning	2.5	**Collaborate in Problem Analysis**	3	**Previous General Learning**	1
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	31	**Other Students**	No
School	I.S. 218	**Tape Number**	23
Start Time	0.5	**Teacher**	Diana Rodriguez de Arma
End Time	17.22	**Students' Names**	Louis, Ramon, Niurca
Scenario	9) Slick Guy	**Teacher Involvement**	1.33

Segment Overview

Segment Duration 16.32

Where in Scenario? ***Beginning of new scenario***

Description of Segment

The 3 students are shown taking turns in reading the set-up of the scenario in addition to the interview questions. The teacher interrupts them as she says that they skipped a step. Moreover, she has them go back to the application. The teacher tells them to write down some of the customer's information. She also explains that they need to ask all the questions relevant to opening a checking account. Diana consecutively interrupts the students and directs them. Nonetheless, the students are shown discussing and problem solving throughout the duration of this segment.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	2	**Problem Solving**	2	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0.5	**Make Predictions**	0.5
Previous Specific Learning	1.5	**Collaborate in Problem Analysis**	2.5	**Previous General Learning**	0
Seek Help	1.5	**Make Changes**	0		

Segment Data

Segment Number	21	**Other Students**	Yes
School	I.S. 218	**Tape Number**	12
Start Time	12.33	**Teacher**	Diana Rodriguez de Arma
End Time	30.03	**Students' Names**	Chris, Martin, Gabriel
Scenario	6) Dooley	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 0

Where in Scenario? ***Considering scenario problem***

Description of Segment

This segment shows the three students working through the problem regarding the depositing of checks. The noise in the background is high and the teacher's voice is heard constantly. However, she is working with other students and not with this group of three. It is difficult to determine if the teacher can be heard by the three students. It is assumed that they cannot hear her.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	3	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	3	**Make Predictions**	3
Previous Specific Learning	2.5	**Collaborate in Problem Analysis**	3	**Previous General Learning**	0
Seek Help	3	**Make Changes**	0		

Segment Data

Segment Number	32	**Other Students**	No
School	I.S. 218	**Tape Number**	24
Start Time	47.33	**Teacher**	Diana Rodriguez de Arma
End Time	58	**Students' Names**	Odalys, Leo, Juan
Scenario	10) Mr. Smith	**Teacher Involvement**	2.00

Segment Overview

Segment Duration 10.67

Where in Scenario? ***Considering scenario problem***

Description of Segment

Three students are engaged in writing down information which isn't clear to us. They appear to be hesitant in following prodedures. The teacher interrupts them and asks them to read aloud the screen. She directs the interaction by telling them what to do next. Although the teacher asks questions and probes them, she truly controls the majority of the segment.

General Categories: Averages for Two Raters

Basic Skills	1.5	**Collaboration**	1	**Problem Solving**	1	**Concepts**	1

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	1.5	**Make Predictions**	0
Previous Specific Learning	1.5	**Collaborate in Problem Analysis**	1	**Previous General Learning**	0
Seek Help	0.5	**Make Changes**	0		

Segment Data

Segment Number	33	**Other Students**	No
School	I.S. 218	**Tape Number**	25
Start Time	30.44	**Teacher**	Diana Rodriguez de Arma
End Time	39.19	**Students' Names**	Odalys, Leo, Juan
Scenario	10) Mr. Smith	**Teacher Involvement**	1.33

Segment Overview

Segment Duration 8.75

Where in Scenario? ***Considering choices***

Description of Segment

Continues scenario on Mr. Smith with the teacher telling that they need to gather more information about the customer. Students are shown checking Mr. Smith's account. They realize that he does have money on his account. They then read the choices and discuss which decision is correct. The segment ends as the girl from this group explains why she thinks her choice is right.

General Categories: Averages for Two Raters

Basic Skills	1.5	**Collaboration**	0.5	**Problem Solving**	0	**Concepts**	1

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	1.5	**Collaborate in Problem Analysis**	1	**Previous General Learning**	0.5
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	34	**Other Students**	No
School	I.S. 218	**Tape Number**	25
Start Time	39.2	**Teacher**	Diana Rodriguez de Arma
End Time	43.49	**Students' Names**	Odalys, Leo, Juan
Scenario	10) Mr. Smith	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 4.29

Where in Scenario? ***Reviewing decisions/consequences***

Description of Segment

Continues scenario with Mr. Smith as students are discussing and writing the "rules of good banking." Only 1 student is shown typing in the information. Then students read the consequences to their choice. They selected the correct answer at the end.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	3	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0.5	**Make Predictions**	0.5
Previous Specific Learning	2	**Collaborate in Problem Analysis**	2	**Previous General Learning**	0.5
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	35	**Other Students**	Yes
School	John Jay	**Tape Number**	28
Start Time	49.02	**Teacher**	David Raphael
End Time	59.23	**Students' Names**	Greg, Alvin, Stan
Scenario	9) Mr. Jones	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 10.21

Where in Scenario? ***Considering choices***

Description of Segment

A particular distraction of this segment is that the teacher is heard the entire time even though he is not present with this particular group of students. The students seem to be very engaged as they are involved in collaboration and problem solving. In addition, they appear to be discussing responses. However, at times they appear confused and hesitant as to what procedure follows. In one instance, the teacher is asked for help as students do not understand the meaning of "overdraft". The teacher explains the meaning and students proceed in their discussion.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	2.5	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	2.5	**Make Predictions**	0
Previous Specific Learning	2.5	**Collaborate in Problem Analysis**	3	**Previous General Learning**	0.5
Seek Help	2	**Make Changes**	0		

Segment Data

Segment Number	36	**Other Students**	Yes
School	John Jay	**Tape Number**	29
Start Time	30.5	**Teacher**	David Raphael
End Time	36.38	**Students' Names**	Greg, Alvin, Stan
Scenario	9) Mr. Jones	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 5.88

Where in Scenario? ***Writing consequences***

Description of Segment

Continues scenario on Mr. Jones with the students discussing their responses. Students are faced with opening a checking account for a customer with a bad credit history. The students are shown writing the "rules of good banking". All of the students are engaged and collaborate in problem analysis. In addition, they make their final decision and read the consequences.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	2	**Concepts**	2

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	2	**Collaborate in Problem Analysis**	3	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	38	**Other Students**	No
School	John Jay	**Tape Number**	29
Start Time	56.27	**Teacher**	David Raphael
End Time	58.59	**Students' Names**	Alex, Alvin, Naima
Scenario	10) Mr. Smith	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 2.32

Where in Scenario? ***Considering scenario problem***

Description of Segment

This segment shows the students being involved in lots of reading. We see Naima reading the introduction to this scenario. In addition, she reads the teller's story. In contrast, Alex reads the customer's "story".

General Categories: Averages for Two Raters

Basic Skills	2	**Collaboration**	0	**Problem Solving**	0	**Concepts**	0

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	0.5	**Collaborate in Problem Analysis**	0	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	39	**Other Students**	No
School	John Jay	**Tape Number**	30
Start Time	30.3	**Teacher**	David Raphael
End Time	31.42	**Students' Names**	Alex, Nasser, Naima
Scenario	10) Mr. Smith	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 1.12

Where in Scenario? ***Considering scenario problem***

Description of Segment

Continues scenario with Mr. Smith as students are shown reading. The girl (Naima) from the group is reading the customer's side of the story. The segment ends rather quickly as the teacher approaches the students.

General Categories: Averages for Two Raters

Basic Skills	2	**Collaboration**	0	**Problem Solving**	0.5	**Concepts**	0.5

Problem Solving Strategies: Averages for Two Raters

Focused	2.5	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	0	**Collaborate in Problem Analysis**	0	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	40	**Other Students**	No
School	John Jay	**Tape Number**	30
Start Time	31.43	**Teacher**	David Raphael
End Time	36.4	**Students' Names**	Alex, Nasser, Naima
Scenario	10) Mr. Smith	**Teacher Involvement**	2.00

Segment Overview

Segment Duration 4.97

Where in Scenario? ***Considering scenario problem***

Description of Segment

The teacher first explains how to narrow down a choice and then he probes the students by asking many questions: "What seems to be the problem?" "What's your job?" "Why did they (the customer and the teller) come to you?" Each time he asks questions, the students answer them. The teacher's consecutive questions were, "Is there another issue that should be resolved here?" "How do you decide which one is telling the truth?" While the teacher is asking useful questions for students to get this scenario done, it does not seem to leave much room for them to discuss or collaborate among themselves.

General Categories: Averages for Two Raters

Basic Skills	1	**Collaboration**	0	**Problem Solving**	1	**Concepts**	1.5

Problem Solving Strategies: Averages for Two Raters

Focused	2.5	**Recognize Confusion**	1	**Make Predictions**	0
Previous Specific Learning	2	**Collaborate in Problem Analysis**	0	**Previous General Learning**	0
Seek Help	1	**Make Changes**	0		

Segment Data

Segment Number	41	**Other Students**	No
School	John Jay	**Tape Number**	30
Start Time	36.41	**Teacher**	David Raphael
End Time	43.4	**Students' Names**	Alex, Nasser, Naima
Scenario	10) Mr. Smith	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 6.99

Where in Scenario? ***Considering scenario problem***

Description of Segment

General Categories: Averages for Two Raters

Basic Skills	2	**Collaboration**	1	**Problem Solving**	1	**Concepts**	1

Problem Solving Strategies: Averages for Two Raters

Focused	2	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	1	**Collaborate in Problem Analysis**	0.5	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	42	**Other Students**	No
School	John Jay	**Tape Number**	30
Start Time	43.41	**Teacher**	David Raphael
End Time	59.22	**Students' Names**	Alex, Nasser, Naima
Scenario	10) Mr. Smith	**Teacher Involvement**	2.00

Segment Overview

Segment Duration 15.81

Where in Scenario? ***Considering choices***

Description of Segment

This segment continues with the scenario addressing Mr. Smith. However, the teacher dominates most of this segment by asking very direct questions to the students. During this time the students are shown writing the "rules of good banking" and "how it affects the bank and you". In the middle of the segment, the teacher probes the learners by asking: "How can you change things so that the customer is satisfied?" Students explain that the customers in the bank need to be treated alike. In this instance, the learners do collaborate in constructing an answer. Another question which the teacher asks is: "Why does the bank have these procedures?" The students take turns explaining their responses and demonstrate their use of previous specific learning. Also, one student states that the bank needs to follow certain procedures because there are "crooked people out there"; thus demonstrating an indication of previous general learning.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	2.5	**Problem Solving**	3	**Concepts**	2.5

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	3	**Collaborate in Problem Analysis**	2	**Previous General Learning**	1
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	43	**Other Students**	No
School	John Jay	**Tape Number**	31
Start Time	30.47	**Teacher**	David Raphael
End Time	35.29	**Students' Names**	Alex, Nasser, Naima
Scenario	10) Mr. Smith	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 4.82

Where in Scenario?

Description of Segment

This segment continues with the scenario Mr. Smith. The three students are working collaboratively. They are shown discussing their decisions. Movreover, they are able to choose the correct decision. At the end of the segment, the students take turns reading the various consequences.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	2	**Problem Solving**	2	**Concepts**	2

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	2	**Collaborate in Problem Analysis**	2	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	44	**Other Students**	No
School	John Jay	**Tape Number**	31
Start Time	51.26	**Teacher**	David Raphael
End Time	59.52	**Students' Names**	Donny, Amreeta, Amelia
Scenario	11) Ms. Austin	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 8.26

Where in Scenario? ***Beginning of new scenario***

Description of Segment

This scenario deals with a customer requesting a loan. The segment begins with one of the students reading the scenario. After reading it aloud, they are shown writing bakground information in regard to the customer (i.e. how long she has been working; home address; how much money in her account). The students proceed by filling-in a sheet. However, it is uncertain where the sheet came from. (Most have been something extra prepared by the teacher.) Most of the remaining time is focused on two students who talked interactively while the third wrote.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	2	**Problem Solving**	1	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	3	**Collaborate in Problem Analysis**	2	**Previous General Learning**	0
Seek Help	1	**Make Changes**	0		

Segment Data

Segment Number	45	**Other Students**	No
School	John Jay	**Tape Number**	32
Start Time	30.5	**Teacher**	David Raphael
End Time	42	**Students' Names**	Donny, Amreeta, Amelia
Scenario	11) Ms. Austin	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 11.5

Where in Scenario? ***Making a choice (answering)***

Description of Segment

Continues from previous segment. Students are shown looking at the rules from the manual. They are discussing which is their final decision. All three of them are working together and discussing actively each of their possibilities. In addition, they are shown defining the problem and how it affects the bank. At the end, they make a good decision.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	3	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	2.5	**Collaborate in Problem Analysis**	3	**Previous General Learning**	1
Seek Help	1	**Make Changes**	0		

Segment Data

Segment Number	46	**Other Students**	Yes
School	I.S. 218	**Tape Number**	36
Start Time	30.57	**Teacher**	Diana Rodriguez de Arma
End Time	37.12	**Students' Names**	Kenny, Ramon, Jeffrey
Scenario	11) Ms. Austin	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 6.55

Where in Scenario? ***Considering scenario problem***

Description of Segment

Three students are shown reading the background information about the scenario. They are seen discussing the problem. One of the sutdents is shown giving (correcting) suggestions twice, making changes, in regard to what to do next. The audio in this segment is not very good as the teacher is heard on the background. Thus, it makes it difficult to solely listen to the focused group.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	2	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	2	**Collaborate in Problem Analysis**	2	**Previous General Learning**	0
Seek Help	0	**Make Changes**	1		

Segment Data

Segment Number	47	**Other Students**	Yes
School	I.S. 218	**Tape Number**	36
Start Time	37.13	**Teacher**	Diana Rodriguez de Arma
End Time	38.08	**Students' Names**	Kenny, Ramon, Jeffrey
Scenario	11) Ms. Austin	**Teacher Involvement**	2.00

Segment Overview

Segment Duration 0.95

Where in Scenario? ***Considering choices***

Description of Segment

Continues from previous scenario on Ms. Austin. This is a very short segment as it only lasts approximately 90 seconds. It begins with the teacher approaching the group and asking: "Did you go over the application?" She dominates the brief segment by telling them what to do (i.e. click on the first question). All three students answer collaboratively to the teacher.

General Categories: Averages for Two Raters

Basic Skills	1.5	**Collaboration**	2	**Problem Solving**	1	**Concepts**	1

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	1	**Make Predictions**	0
Previous Specific Learning	1	**Collaborate in Problem Analysis**	1	**Previous General Learning**	0
Seek Help	1	**Make Changes**	0		

Segment Data

Segment Number	48	**Other Students**	Yes
School	I.S. 218	**Tape Number**	36
Start Time	38.09	**Teacher**	Diana Rodriguez de Arma
End Time	49.47	**Students' Names**	Kenny, Ramon, Jeffrey
Scenario	11) Ms. Austin	**Teacher Involvement**	0.67

Segment Overview

Segment Duration 11.38

Where in Scenario? ***Considering choices***

Description of Segment

Continues from previous scenario on Ms. Austin. At the beggining of this segment we see one of the students reading the questions while the other two alternate in answering the questions written on the screen. All three read the decisions and discuss which option is correct. They are shown arguing over the decision as they disagree in their choices. Finally they decide on a choice. On the meantime, they write the effects on the bank. At the end, they have chosen a correct decision. The segment ends as the teacher approaches them.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	3	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	2.5	**Collaborate in Problem Analysis**	3	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	49	**Other Students**	Yes
School	John Jay	**Tape Number**	37
Start Time	46.49	**Teacher**	David Raphael
End Time	60	**Students' Names**	Phillipe, Toni, Eureka
Scenario	15) Ms. Higland	**Teacher Involvement**	1.33

Segment Overview

Segment Duration 13.51

Where in Scenario? ***Considering choices***

Description of Segment

A customer is applying for a Super Card (credit card). Teacher working with other students is overheard at times throughout the segment. Stduents are shown writing information needed for credit card application. In the latter part of the segment, the teacher is present and asks them: "What's your responsibility to the bank?" , "What are important things you need to take into account before giving the customer a credit card?"

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	2	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	2	**Collaborate in Problem Analysis**	1	**Previous General Learning**	0
Seek Help	0	**Make Changes**	1		

Segment Data

Segment Number	50	**Other Students**	No
School	John Jay	**Tape Number**	38
Start Time	30.5	**Teacher**	David Raphael
End Time	36.08	**Students' Names**	Phillipe, Toni, Eureka
Scenario	15) Ms. Highland	**Teacher Involvement**	0.67

Segment Overview

Segment Duration 5.58

Where in Scenario? ***Considering choices***

Description of Segment

Continues scenario on Ms. Highland as students are engaged in discussion. Overall, the students are very focused and work collaboratively together in order to analyze the problem. Althought the the teacher is present for the majority of the segment, he does not interact much with the learners. He asks a few questions such as: "What makes her a bad credit list?" Students are able to make a good decision, but didn't get a promotion at the conclusion of the scenario.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	2.5	**Concepts**	3

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	2.5	**Collaborate in Problem Analysis**	2	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Segment Data

Segment Number	37	**Other Students**	Yes
School	John Jay	**Tape Number**	29
Start Time	36.4	**Teacher**	David Raphael
End Time	40.4	**Students' Names**	Greg, Alvin, Stan
Scenario	10T) Mr. Smith	**Teacher Involvement**	0.00

Segment Overview

Segment Duration 0

Where in Scenario? ***Beginning of new scenario***

Description of Segment

This segment begins with one of the students reading the scenario. The other students also join in by taking turns reading the screen. The students appear to be discussing the choices and collaborating in analyzing the problem. The segment ends without any type of conclusion. This segment is also difficult to hear as the teacher is overheard while working with another group.

General Categories: Averages for Two Raters

Basic Skills	3	**Collaboration**	3	**Problem Solving**	2	**Concepts**	2.5

Problem Solving Strategies: Averages for Two Raters

Focused	3	**Recognize Confusion**	0	**Make Predictions**	0
Previous Specific Learning	2.5	**Collaborate in Problem Analysis**	3	**Previous General Learning**	0
Seek Help	0	**Make Changes**	0		

Appendix C

Student and Teacher Interview Forms (6/95)

STUDENT INTERVIEWS: NOTES AND DATA

Date: _____ Interviewer: _____

Student's name: _____ Student's grade: _____

School name: _____ School name: _____
(where student is enrolled) (where simulation used)

Date simulation used: _____ Teacher's name: _____

Name of simulation program (student used): _____ Subject matter of class (in which simulation was used): _____

1. ***Interviewers' notes regarding things the student remembered about the simulation program and class.*** Discuss with the student such issues as: What do you remember about the simulation program? Tell me about it. Can you tell me about specific things that happened on the computer simulation program (probe for details)? Tell me about what incident in the simulation you liked best? What happened? Why did you like it best? What incident did you like least? Why?

2. ***Interviewers' notes regarding student's reaction to overall simulation to the program and possible generalizations.*** Discuss with the student such issues as: What do you think you learned from the simulations? What can you now do better from having worked on the simulations? Have you used anything you learned in the simulations in other classes? What do you think is the most important thing about doing the simulations? Do you think you would lie to do more of these kind of simulations? Why? What would they be? (If the student has done another simulation: Which one? How did having done the first one help/hinder you on the second simulation? Ask for specifics about what helped or hindered. Ask the student to contrast the two simulations).

3. ***Interviewers' notes regarding student's response and thought about doing the simulations.*** Discuss with the student such issues as: How did you like working with other students on the simulations? Did you like working on the computers? What part was hardest? What did you do when the small group worked together at the computer? Did your teacher discuss how the simulation would work and how to work together? Did your teacher have classes and discussions about things you were learning in these simulations?

4. ***Interviewers' notes regarding student's responses to the simulations and the programs.*** Discuss with the student such issues as: Did it get boring after awhile? Have you done more of these simulations? Have you noticed any similarities between the simulation activities and other school or outside of school activities? You have talked about <u>your</u> reactions to the simulation activities, but how do you think other students like them? Do you think they learned from them? What do you think they learned?

5. ***Interviewers' notes regarding any other issues or concerns that arose during the interview.*** It has been interesting talking with you about all the program, but I have one last question. What do you think I should have asked you or talked with you about to learn about the program? In other words, if you were me what would you have asked?

TEACHER INTERVIEWS: NOTES AND DATA

Date: _____ Interviewer: _____

Teacher's name: _____ Grade/subject taught: _____

School name: _____ Name of simulation used: _____

Date of simulation: _____ Class size: _____

Period of time (length/days per week) simulation was used: _____ Subject matter of class (in which simulation was used): _____

1. ***Interviewers' notes regarding things the teacher remembered about the simulation program and class.*** Discuss with the teacher such issues as: What do you remember about the simulation program? Tell me about it? Can you tell me about specific things that happened on the computer simulation program (probe for details)? Tell me about what aspects of the simulation think worked best? What happened? Why did you think it worked best? Which aspect of the simulation do you think was least effective? Why?

2. ***Interviewers' notes regarding the teacher's perception of the students' reactions to the simulation program.*** Discuss with the teacher such issues as: What do you think the students learned from the simulations? What kinds of things (basic skills/problem solving/group interaction) do you believe the students can do better from having worked on the simulations? Have you notice anything the students applied to other classes? What do you think is the most important outcome(s) for the students from doing the simulations? Do you think you would like to have more of these kind of simulations for your classes? Why? What would they be?

3. ***Interviewers' notes regarding the teacher's thoughts about teaching the simulations.*** Discuss with the teacher such issues as: Do you think you were a more effective teacher when you used the simulation materials? Why? Did you like doing these simulations on the computers? Do you think the computers were essential to the success of the program. Did you, as a teacher, learn things that you could use in other classes? Explain. Did you like working with the computers? What part was hardest? What did you do when the small groups were engaged in the simulations? Did you have to help the students learn how to work together as a team? What other things did you have to teach the students that was essential to the success of the program?

4. ***Interviewers' notes regarding the teacher's responses to the simulations and the programs.*** Discuss with the teacher such issues as: Did it get boring after awhile? Did it get easier for you and the students? Have you done more of these simulations? Have you notices any similarities between the simulation activities and other school or outside of school activities? You have talked about your reactions to the simulation activities, but how do you think the students like it? Do you think they learned from them? What do you think they learned? Did you have a chance to talk to (or demonstrate) to other teachers the simulation program? What were their reactions?

5. ***Interviewers' notes regarding any other issues or concerns that arose during the interview.*** It has been interesting talking with you about all the program, but I have one last question. What do you think I should have asked you or talked with you about to learn about the program? In other words, if you were me what would you have asked?

Appendix D

Student Interviews (6/95)

Interviews With Students

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Parkside Hotel	**Program Student Used (2)**	
Class in Which Program Used (1)	Economics	**Class in Which Program Used (2)**	

(1) I remembered	This was a timed simulation. You were always under time pressure. You start in the office. You have tools to work with. At this point, he provided a very thorough description of the process of working through the simulation package. He explained thoroughly what the whole simulation covered and how it operated. He emphasized how problems kept coming in and you had to solve them. He used the example of the homeless people in front of the hotel as one example. He carefully explained the problem, the consequences, and the dilemma that was faced. One aspect of the simulation that he did not like was that he wanted to go back and change decisons. He mentioned the problem with the vacation request from the cleaning lady. He said that he would like to chage that decision. He said that when you have better information you can make better decisions. He concluded that the Parkside simulation taught a great deal about managing people and money. He said the problem was balancing his concern with people with the bottom profit line.
(2) Reactions	He was very positive about the simulation. He said that he has his own computer, but that he picked up many computer skills as he worked on the simulations. He especially liked learning about spreadsheets. He said some students didn't have computer skills and this caused some problem, but it did not hinder the team. He felt that his understanding of management skills and how to balance variables was very important. He thought the management skills would relate to any business. The second thing he emphasized was learning to work with others. "We couldn't get together on our decisions sometimes. We had to debate, compromise, negotiate." Better to work together than alone so that you get other peoples' perspectives, views, and knowledge.
(3) Thoughts about doing	He said the simulation gives you a few hints, a choice of decisions, and helps you to find information. You have to think about what you would do if you were there. He particularly liked to compare decisions and profits with other groups. He thought one of the most difficult parts of the simulation was learning to compromise. He said we need to look at at wrong decisions. The other classes (the simulations were two times a week) focused on the simulation content. He said that there were very few connections between the simulation and his other classes. He would, however, rank his simulation class as the most important class he was taking. He said that learning computers and learning about the business world was very important. He drew a diagram at my request of the computer simulation class and his other classes. The computer simulation class had a teacher moving about the room while in the other classes the teacher was static or merely moved between the desk and the chalkboard. The focus in the simulation class was on the computer while the focus in the other classes was on the teacher. He clearly articulated these differences.
(4) Response to program	He stated that the simulations were not boring because even though the process is similar each time the problems are different. He said they got harder and more demanding (complex). He said that he didn't use the guide in the beginning but had to use it for later scenarios.
(5) Other issues	There were no additional issues raised.

(6) Other Comments or Observations	It is important to note that Andy is presently completing the Parkside simulation and seems to be a senior who is serious about his school work. Andy is also a football player and mentioned his strong belief in teamwork in sports as well as in the simulation materials. That was an interesting and important connection.

Date of Interview	6/1/95		
Present Grade	6		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Business	**Class in Which Program Used (2)**	

(1) I remembered	She had only worked on a few scenarios. However, even though she had recently worked on them her recall was very vague. She could only explain that the scenario was one in which she had to go to a bank to open an account. She did not see herself as working in a bank. She had no idea that the simulation was to place her in the role of a bank employee. She said the Chelsea bank activity was not her best thing. She said that she liked "Hot Dog" much better. She went on to explain in great detail the simulation in which the task is to make money by selling soft drinks and hot dogs at baseball games. She explained the scenario very well and discussed the variables that influenced her decisions in how to determine how much to charge for hot dogs and soft drinks.
(2) Reactions	She said she didn't learn anything from Chelsea Bank. It seemed that two factors were at work in her response. The first was that she had completed very little of the Chelsea Bank activity. The second seemed to be that the Chelsea Bank concepts were a bit too difficult for her. Hot Dog was a simulation which she understood and was enthusiastic about. She said that Hot Dog taught her about pricing and selling. She said that if you make a store you have to know this stuff.
(3) Thoughts about doing	She said it was important to work in a group on the Chelsea Bank simulation because other kids could help and I didn't know a lot of this stuff. She was especially enthusiastic about working on the computer. She said that sometimes there are problems. She said that the teacher would talk about the scenario and then we would work on it.
(4) Response to program	She did say that working with other kids was fun and it made it not be so boring. She said working on the computers was also fun. She said that simulations were like real life.
(5) Other Issues	She reemphasized that she didn't remember much of it. I asked her if she could make a test for the Chelsea Bank simulation. What would be on it. She said that she would ask them what real life was like and can they work with other people. She ended by saying Chelsea was hard. I couldn't solve the problems. She kept saying that she was the customer in the bank.
(6) Other Comments or Observations	It was clear that this student had not worked on the Chelsea Bank simulation very much and had not gotten much out of it. The materials seemed to be too difficult for her. Her understanding of problem solving and of computer simulations was not, however, the problem as evidenced by her description of the Hot Dog simulation.

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Economics	**Class in Which Program Used (2)**	Govenrment

(1) I remembered	I was a clerk in a bank, cashed checks, and moved up. We get our own office. We helped out in solving problems. For example, someone came in who was rich and couldn't show any identification. We got weird situations that you had to solve. They didn't give us any ordinary ones. It would have helped if we had more practice on ordinary ones. I didn't like counting the money because the screen wasn't big enough. It was hard to do on the screen and wasted too much time. I liked the incident with the homeless guy. You learn not to judge someone by appearances. They tried to fake us.
(2) Reactions	I learned about people relations. You learn how to treat people. You learn communications and relations. If you can't relate to other people, you can't work anywhere. You have to avoid discrimination. As long as things check out, don't pay any attention to what they look like or other things. I also learned about economics, dealing with money, balancing accounts, lots of checks. This was just an experience. I didn't learn much from doing it that I could use in other subjects. I didn't learn economics just doing stuff in a bank.
(3) Thoughts about doing	We did it two days a week or so. The rest of the time we did economics. The teacher used the simulation to talk about economics. He taught some stuff that was coming up in the simulation. Sometimes the others in my group wouldn't do anything. The others in my group didn't have opinons and I don't think they learned anything. The computer part wasn't difficult. It was easy to do the computer things.
(4) Response to program	The hardest part of the simulation was getting others to work. At times it got boring. There were too many sessions. Parkside is harder than Chelsea. The problems keep piling up. I think there were too many problems in Parkside. The other two kids in my group "sat out" and didn't get involved. The teacher can't tell who is really working. In one of my classes we wrote a commercial and practiced it. That was fun and connected with the program. I learned how to deal with people in doing the simulations.
(5) Other Issues	The biggest problem were the team members. I want more active team members. You learn more that way and get more practice. Doing the simulation was not a big deal. It was part of the class and so I did it. It was too long.
(6) Other Comments or Observations	Fabiola was distressed because of her team members. She is independent and articulate. Fabiola believes she is competent and seems not to want to admit that any task is too difficult for her.

Date of Interview 6/1/95

Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Economics	**Class in Which Program Used (2)**	Govenrment

(1) I remembered	I didn't like the camera and the lights. (Amreeta was videotaped for much of the class.) I also didn't like counting the money. You had to write and follow the rules. I didn't like the writing part. A lot of what we did was common sense. You could figure out the answer by using common sense. Getting promoted was the best part. I learned how to verify checks. You had to figure out stuff when the manual didn't fully explain and that was when I learned the most.
(2) Reactions	I leaned about problem solving, communication, and working together. We learned how to work in groups. The teacher pushed students to get involved. The input [from others] is really important. You couldn't come up with some of the options and some of the reasons if you didn't have others. I also learned about different kinds of jobs. It was good vocational exploration. We argued about our solutions and that was good. Doing Chelsea helped with decision making and working with customers.
(3) Thoughts about doing	We learned computer skills. Computer skills and technical problems with the computer were not big problems. Chelsea was managable and we learned a lot. Parkside had too many problems and went too fast. The teacher took us through things with the computer step-by-step. We learned how to boot-up and other things.
(4) Response to program	We did it two days a week. It got a little boring toward the end. Groups make a big difference. The groups make it lots better. It is more interesting and not as boring. We talked about it after class. We talked about what we had to do to get promoted. You learn stuff about deposits, checks, and other banking things. I feel more comfortable about going to the bank. I used to be afraid I was making mistakes in filling out forms. I know how to do that now.
(5) Other issues	If I was going to ask kids questions, I would ask if they really enjoyed the program. Did you? I enjoyed Chelsea better than Parkside. I think there should be other simulations that explore other careers.
(6) Other Comments or Observations	

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Economics	**Class in Which Program Used (2)**	Govenrment

(1) I remembered	They asked us to open accounts. We had to check the credit line. The credit line was no good and we had to figure out what to do. We

	learned how to work as a group. We were taught to work together. We had to talk out the problems and make decisions. We had to open-up and think about things.
(2) Reactions	We took turns on the computer so we all learned different things. We learned problem solving and communication. More information should be given before a decision is made. Chelsea was more realistic than Parkside. With Parkside there were too many problems. I improved my math skills in doing the simulations.
(3) Thoughts about doing	It is interesting to note that Delila presently works at the Chemical Bank from 12:00 noon to 6:00 PM each day as an Administrative Assistant. She says that Chelsea is very realistic. She commented that anyone who is going to work in a bank should do the Chelsea Bank program. Delila is moving to a full-time position in the bank after graduation in June.
(4) Response to program	Working in a group is important. Some students won't be able to do the stuff if they have to work alone. My background knowledge about banks helped a lot. The manual was very good--it was very realisitic. Classes are needed to learn the stuff you need to learn in order to do the simulations. We talked about it some afterwards. We asked other groups what they were doing with it and how they were doing. It wasn't boring. You need to lean more about this stuff.
(5) Other issues	
(6) Other Comments or Observations	(I took this student to Larry Mikulecky for additional interviewing since he wanted to learn more about workplace connections. I felt Delila would be a good student to interview since she was already working in bank.)

Date of Interview	6/1/95		
Present Grade	7		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Business	**Class in Which Program Used (2)**	

(1) I remembered	There were a lot of real-life things. You were working at the bank. You got to do things. You have problems--not everything goes ok. You have to find papers. You have to find information. You click on stuff. You use the information to help you. It was good to do in a group. Whoever made the best sense in our group, we chose that answer. The hardest simulation was when the bus was waiting for the customer. We had to do everything quickly.
(2) Reactions	It was fun cause it was real life in a real bank. I now know more about banks when I go to the bank with my mother. I learned that you have to treat customers nice or they won't come back. It was fun to do the simulations. I learned about banking, how to deal with other people, how to work as a team, and about the business world. We learned to solve problems together. We learned how to understand each other. The computer was easy. We had learned to use the computer in another class.

(3) Thoughts about doing	We only did Chelsea Bank once a week. I would have liked it if we did it every day. It was not boring. There were different problems, different tasks and jobs. Before we stared the game (Chelsea), we learned how to deal with people in our class. We learned lots of stuff from the bank game. I had done Hot Dog and Chelsea was better because it was more like real-life.
(4) Response to program	This would't work if you did it alone. You learn from other people. If someone has a better idea, you can learn from them. This is better than a book. It gets your attention. It's realistic. We looked at the problems, talked it out, and then came to a decision. If I was to make up a test to show what I learned on the simulation, here's what I'd do. I'd have a picture of a check and the students would have to fill it in. I'd ask how to deposit or withdraw money from a bank. I would have them take the test alone to show what they learned. It would be a paper/pencil test. Banking is what I learned most about. I would make other programs on jobs like airport personnel, store clerks, and stuff like that.
(5) Other issues	
(6) Other Comments or Observations	

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Parkside Hotel	**Program Student Used (2)**	
Class in Which Program Used (1)	Government	**Class in Which Program Used (2)**	

(1) I remembered	In Parkside you're always making decisions; it has a manager's guide; I like the staff meetings on the computer. Wrong with it? nothing; on the tape - part of time when you go walking around the hotel. Manual is keyed to the problem you're working on. You could go your "file cabinet" for old information. Liked best: making decisions, and it's fun. Time: 30 minutes -- have 5 extra minutes at end. [Mr. Rapheal -- set up groups and they stayed that way.] Favorite part: the problem when we (Parkside) expanded -- we lost customers, needed cash -- also problem: to co-op hotel suites or turn into condos. We had to evaluate to make decision; there was nothing in the manual guide for this problem. Groups worked well together. Problems encountered in groups: no shows, teacher's rule to change roles in group, people who don't do their part, computer hogs, "I" took the role to lead - other 2 girls in my group very quiet.
(2) Reactions	We learned how a hotel works. We learned how to have patience with customers. What if you made all wrong decisions? He said then the teacher would intervene, otherwise teacher left them alone. Teacher took off 5 points if late, 10 points if absent. In one group, 1 person there, others absent so she (the one there) couldn't keep up with the class. Hizam really liked Parkside. He has been working in a local (big) drug store in downtown Brooklyn. He has been promoted to manager of a dept. and he said he sees simular problems: not to lose temper with customers, be patient, and listening.
(3) Thoughts about doing	Working with other students - had to --sometimes it was good, sometimes it was bad. At the "Staff meeting" click on heads of engineering, housekeeping, marketing. For example, marketing put in computers: advertising budget - calculations, allocations; basic math helped --

	nothing fancy. Reading and Writing -- reading: outline read about the hotel in introduction; writing: took notes -- learn from mistakes. We all had a folder - printout at end of session. Some discussion(s) in class about the simulations.
(4) Response to program	Boring? yes, for some people. Easier? yes, we got the hang of it. A lot of people got it. People liked it -- others made a lot of wrong decisions. He liked that it had alternatives about the decisions to make "Makes you think about it." The manager's guide didn't have "the" answers.
(5) Other issues	You asked me the right stuff like -- what I liked. Some people got bored (he told me this before I had asked about this.) There was the same thing over and over; sometimes it took too long. Manager is a manager whether hotel, bank, school, etc.
(6) Other Comments or Observations	

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Govenrment	**Class in Which Program Used (2)**	Economics

(1) I remembered	Parkside is very memorable. Chelsea more visual than Parkside -- people come up to desk -- you see it there, see it move. It had really good visuals. We all knew how computers work. Memorable incident in Parkside: sheets on beds "perma cotton" or 220 cotton. Permacotton is least expensive and it's itchy; choose better sheets. Choose poorer sheets, occupancy rate went down. Memorable incident in Chelsea: bum in bank; reeked; dealt with him like he was a real customer; Stanley and Alvin agreed to follow the rules -- separate feelings from the job; turned out to be big guy at bank.
(2) Reactions	What I learned: separate feelings from job rules. Rules -- just like We Care -- a non-profit group after school care that goes to Maine in summer. I was a camper first, then an after school kid, then a volunteer and now paid employee. At Camp -- trips, sailing; likes the teaching part. He's going to John Jay College -- wants to join the FBI. Yes, I would do more simulations -- don't have to listen to teacher all the time. Manager's guide: all is in computer; no paper - but we can print it out. He liked Parkside better; graphics not so good but can make lots of money!
(3) Thoughts about doing	I could do it by myself. When it's 2 against 1, you have to choose, you can be wrong. I felt good being leader. Our teacher likes doing this -- checks us out. What about reading, writing, computations? Lots of reading -- you have to read fast; lots of pressure to read fast. I want to stop the time sometimes. I learned that things in life have consequences.
(4) Response to program	It got boring near the end -- problems done and there were still about 7 minutes. You just wait. We became more efficient in using time. What learned out of school? how I personally handle money. In Parkside you can move money around -- if you use it up, it cuts into profit. Investors see that the profits go up and go down -- they wonder why. Other people's reactions: Steve, Ramon making more money; first

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	they lowered prices, then raised prices.
(5) Other issues	Questions to ask: Did you like it? How did you feel about it? Want to find out about it. It's one of my favorite classes; it's always on my mind. Why: 1) it interests me, 2) trained to do this job, 3) amusement, 4) deal with people. If I could buy it I would. I'd like more variations.
(6) Other Comments or Observations	

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Govenrment	**Class in Which Program Used (2)**	Economics

(1) I remembered	Chelsea: I remember this person, this lady cursing; she was upset bank wouldn't approve loan.We'd been promoted so we had to deal with the person's problem. It was memorable at the time - facial expressions; Mr. Rapheal had a special sessions on how .... It helped us understanding how to control our tempers; calm them down, investigate the problem. This is extended into real life. Parkside: there were 2 ladies arguing. They had their hands on each other and we had to decide whether to call the hotel security or the cops. We called the cops. the ladies got offended; our occupancy rate went down; our group made the wrong decision.
(2) Reactions	Learned to communicate better in your team. We had teamwork in English (Mr. Rosemont) too -- quizzes, answer questions-- time is short. If using teamwork for something boring -- why bother. Most important thing about using simulation: It builds pride in what you do, builds confidence and have confidence in what they're doing. I'd like to do more of these simulations. They help you understand what other people do; for example, in Parkside you look at their references; in bank it helps with life. Teachers gave some help - Mr. Rapheal goes over what we did -- includes teacher and student. Parkside -- time limited -- one bad decision affected everything. Chelsea -- had all the time in the world.
(3) Thoughts about doing	I liked the graphics. Hardest thing: team did not agree, had to go back since we each had an opinion, 2 against 1; my group had one lazy person so she didn't help justify opinions. We other two had to go back and reteach her. Comparing one group to another - how each handled a given situation. One group had no occupancy rate -- bankrupt. This group "learned" from my group (in class discussion) and then they did better. The simulations were too long, too much repetition -- Oh, we did this already, do we have to do it again? Parkside -- clock is running but toward the end we got good and had about 10 minutes left so we played with the elevator doors; see how many times we could click the mouse and get the doors to open and close.
(4) Response to program	Yes, it got boring. By the 15th week it was the same thing over and over; same situation; too much down time especially in hotel - like I said 10 minutes open and close the elevator doors. Everybody likes the simulation; no one made fun of other people. We challenged ourselves to make more money-- we competed. Competition emerged in my class to make it interesting.

(5) Other issues	Ask: how to develop it better to make it more interesting; same scenarios over and over; improve it to make it better. Reading and Writing: reading - hotel - there was a textbook with terms. We had computer to give help but a paper manual would have been good.
(6) Other Comments or Observations	

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Govenrment	**Class in Which Program Used (2)**	Economics

(1) I remembered	In hotel - clues to help you understand, i.e., fight between customer and hotel person - "see and hear box" - go around and look for information. Chelsea: manager's guide book. I liked the investigation aspect, looking for information. That also makes it fun and interesting. At bank, can go back and run a check on them. Some groups worked well, others didn't. Some people don't want good grades. Bank: my group always came to a decision. With 3 it was 2 against 1 so we always made a decision - even if we made wrong decision. I pushed the group. Personalities play an important part in real life too.
(2) Reactions	Learned: can help in other classes -- get along with some of the the attitudes. Hotel (teacher) can't yell back - need to step back and stay calm. Let the customer yell but you don't - "the customer is always right." Reading -- there's a lot -- you have to read everything -- they (computer) don't talk to you. If you don't read, you don't know what's going on. Reading - not hard - in manual or glossary and you can access that any time. Writing -- yes in bank, no in hotel. Bank - you have to write for it to be accepted as answer. Hotel - make choice and that's it. If I made a new one, I'd combine the writing of bank and speed of response in hotel. Liked best: don't have to go to class; it's not boring; you're not staring at board; playing a part like in a movie or play (it's not real but it's there). Out of school: learn patience; I understood stress of clerks - clerks are understood.
(3) Thoughts about doing	Easiest: computer is easy. Hardest: making decisions, manual not so clear; sometimes 2 answers about the same and then you had to make hard choices. Need to use common sense -- need to use it; as a group usually come up with a good choice. We can stop the clock - but we're not supposed to use it. Teacher went over stuff before you did the computer but just in the first few weeks; then later on he only talked afterwards. I think he wanted us to experience it and learn for ourselves. Other groups did different things.
(4) Response to program	Some parts got frustrating -- counting money. Boring part in hotel when there's nothing to do -- this problem hasn't come up yet when nothing going on. Other students reactions: some didn't get it; bad attitude - this group doesn't want to do it; group work is only part of it (grade), also class work; computer is like a break from regular school. Other school activity: newspaper advertisement for hotel; bank with Mr. Rosemond, English teacher. Sometimes you don't get along with people but you have to -- learn to understand others, get along. Most important thing learned: always investigate before making a decision; get someone else's opinion; don't act you're always right; learn how to weigh alternatives; compromise.

(5) Other issues	I'd ask: What kind of simulation would you design? I'd do a restaurant scenario. What about poor students? this helps them. Computer beats listening to a boring teacher.
(6) Other Comments or Observations	

Date of Interview	6/2/95		
Present Grade	6		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Business	**Class in Which Program Used (2)**	

(1) I remembered	Most memorable: getting started. That's the easiest; the rest is harder. What's hard: don't know what to do; have to go to manual and sometimes the answer is not there. My team is 3 people: me Marlene and Michelle. Most fun: depositing was most interesting; too easy. Then there was the friend who was late for the wedding. Favorite: liked customer Mr. (Gumble) - rich man from Brooklyn, demanded things, rude but he was fun--- decision: he counted his deposit wrong and we had to to it over. So far there's nothing I didn't like.
(2) Reactions	There are 6 or 7 groups - we do it Momday and Thursday in B.E. First thing I learned: how to add checks-- that will help me later. In other class we make believe and write checks; use fake money on non-computer days. Chelsea on Monday, Thursday other things with Ms. S... Math helps us do Chelsea. Mr. Joseph (math teacher) how to count money and stuff; he has answered questions about Chelsea stuff but he's not seen it. Most important thing about doing these simulations: checking -- if you want to go to bank, you get a check and cash it (after you get a job , you need to know how to do that). I'd like to do others like it-- it's fun. It was hard at the beginning. Other computer stuff done: there's a game - Type to Learn - it's boring.
(3) Thoughts about doing	Working with others: one problem is everyone wants to use mouse. Marlene has a notebook and keeps track of who uses mouse: 1 uses mouse, 1 writes on paper, 1 checks manual, 1 reads aloud. We take turns -- group decided to take turns and keep track of turns. Reading: on screeen; Michelle usually reads it aloud; not too hard; we can read the words but sometimes sentences are hard to understand. Teacher told us how to: listen to each other, don't fight, very important to follow the rules. Sometimes in class we discuss what we did in computer. Other kids: Lennie, Addie, Samuel, Ronnie -- Lennie thinks it's easy. Lennie's 13 - failed 3rd grade, takes charge, always wins. There's always someone who doesn't want to work like ....
(4) Response to program	It's not boring at all. It got easier to count money (Mr. Gumble); we got confused - we counted it over and over; we thought - we were sure we were wrong but he was wrong. I like math. Similar to Chelsea: outside bank there is always a big line, computer simulation looks like a bank. Other kids: it's too hard for some kids -- make right decision - following all the steps is hard for some people, might miss a step; the reading is not too hard. Writing: to count money need pencil and paper close to you [Cheryl and I saw 2 groups ask for paper and pencil when having to count Mr. Gumble's (deposit) money.] Pedro, Ariel, Claudio -- only group ahead of us (we're #2); Pedro knows computer; Pedro does the work, others talk.

(5) Other issues	I'd like to learn more about banks, go visit a bank, have mother tell me things about bank. Any other ways to learn about it? no answer-- Need more time to do more stuff. I would like to have a longer class period.
(6) Other Comments or Observations	

Date of Interview	6/2/95		
Present Grade	6		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Business	**Class in Which Program Used (2)**	

(1) I remembered	Remember: You look at check; you learn about checking, math; you are a teller, cash deposit. the math is the most memorable because it is thing you think about the most. You think about it because you got to make the right decision. If you're wrong, you get fired. Started 1-2 months ago. We're on our 4th customer.
(2) Reactions	Yes, learned how to work as a teller; learned to look at manual -- to plan what you have to do -- the steps you need to follow. Each customer has a new problem. Mr. Gumble, deposit a check; up to next customer on Monday (actually, this boy was in the class we observed so they did the new customer today - Friday). In other classes -- making trades -- buying -- use fake money and you get something. Teacher told us: be careful, make the right decision, get fired, get yelled at - boss yelled at you, don't make wrong decision. I learned: being a teller is not very easy to do. I like working on computer; I would want to do more computer.
(3) Thoughts about doing	My group had 3 people. They bother me too much; they talk too much. Teacher told us: we need to work as a team to make decisions, to take turns. We need to take turns on mouse, on keyboard; most of the time read the manual out loud. What was hard: counting the money -- needed to move the tally box and I couldn't do it -- asked some one to help. Need to write a report about why I made the decision; Samuel did the writing, had to write what the problem was. We talked, argued about decision -- we made the wrong decision one time and we felt bad -- the boss yelled at us. Most of the time I told them what to do, pick the right decision, write report; we took turns.
(4) Response to program	It was not boring, it was fun. I look forward to Monday. There's thinking - about the problem -- think about what to do next -- why decision affects you, the rules to follow, and about the customer. In and out of school: helps with math in and out of school. What do other kids learn? learn math, how to work as a bank teller. No, you don't really learn how to be a bank teller; after Chelsea bank you could get a job as a bank teller. Other kids: yes, they like it, have fun, like to count money, work with customers.
(5) Other issues	I would have asked: Do you like Chelsea? Do you have a problem with it?
(6) Other Comments or Observations	I like computers a lot. I like the games. I just got Sega Genesis.

Date of Interview	6/2/95
Present Grade	7
Program Student Used (1)	
Program Student Used (2)	
Class in Which Program Used (1)	Business
Class in Which Program Used (2)	

(1) I remembered	Remember: memos and stuff; punch in; customers come and have problems. We had 2 customers. Working in groups; my group was 3 people; we take turns, help each other out. Teacher told us how to work in groups: talk it out first; if we still don't get it ask teacher; try all things; do it over, go over the steps. Can look stuff up in the manual. Like best: I liked the color and graphics; I liked the picture of the bank; I liked it all. We had to talk a lot about it.
(2) Reactions	What learned: learned the problem, go to the problem, figure it out, go to the next customer. We talked it out in our group and then do over what we had to do. Make decision -- he said no-- asked why; we negotiated the decision. Can you do something better now? Yes, go to stuff and figure it out; like math class -- figure it out; humanities -- go to books. Chelsea helped with Hot Dog especially to figure stuff out and make decisions -- by stuff he means the memos and manual. Most important: if you want to be a teller in a bank, it tells you things to do. I would like to do more simulations; I know about the hotel in 8th grade -- I want to do it.
(3) Thoughts about doing	I liked the group work; they helped me if I had a problem; our group got along. I liked working the computer. Hard: the customer who had to go to the wedding; we had to go through a lot of things; it was hard because so many different things. The wedding customer was the first thing -- yes, we got better after that. Teacher told us: if you have a problem, go to the manual, go to the memo. Teacher said: as a group, take turns, figure out problems for selves. If I'm working by myself it's sometimes easier, sometimes harder.
(4) Response to program	It never got boring. Yes, it got easier, but then it got a little harder (when a new customer came in), then it got easier again. In and out of school: Chelsea same as we did in Business; there was nothing out of school that Chelsea helped with. Other kids: sometimes they couldn't figure it out; most liked it because it helps them learn; liked the colors and graphics; looks very real. I'd like more sounds.
(5) Other issues	I'd ask: Was it hard? Was it interesting? I'd ask the same things you asked me.
(6) Other Comments or Observations	

Date of Interview	6/2/95
Present Grade	7

Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Business	**Class in Which Program Used (2)**	

(1) I remembered	You're a bank teller. I remember promotions, not to get fired, a counterfeit, is the signature right. People are coming into the bank - your friends. The thing that really stands out is: not getting fired -- want to get promoted -- become president of the bank. Once I got fired, once I got promoted. We did 4 customers. Writing: we'd jot down everything.
(2) Reactions	We learned to work it out; not always right; look at other points of view. Sometimes other person wanted to be in charge (only 2 in group), both got something out of it. Most important thing in Chelsea: working together and not getting fired. More simulations: Yes. this year doing Hot Dog: $200 and a truck; tells the weather - hot or cold. Don't set the price too high; decisions important -- price vs. cost; "boosts" your decision making. Chelsea helped re: Hot Dog; Hot Dog would have helped with Chelsea; in one you could get fired; in the other, you're an enterpreneur -- like Business Academy. She plays other games: Number Munchers, Word Munchers, Kid Pix
(3) Thoughts about doing	My group was 2 people. Other person nice to work with but I'd rather work with a friend. If we didn't agree, we'd work it out. We looked at -- the thing about counterfeiting -- manual (she did not remember what the "book" was called); look at examples in computer to compare signatures. Hardest thing: Decision making was the hardest thing -- kept getting fired; why? decision making hard because you want to be right. We got to pick our own group; had a group grade; there were no tests. Every day was a test for me -- we had to do new things.
(4) Response to program	Never got boring; it keeps your brain going. In school --- Out of school: like a bodega (grocery), know things and show how the bodega works. Other people liked it; especially the graphics - they look real. We visited the Federal Reserve Bank -- we saw all that gold.
(5) Other issues	I'd ask: Did you like it? What do you think about it? What would you have changed? I would change nothing. It's real good. Hot Dog is old -- people are stick figures. I liked the people in it -- different people - different races; other games one race or no race (stick figure, no people); It was more realistic -- developers did it on purpose (different races).
(6) Other Comments or Observations	

Date of Interview	6/1/95
Present Grade	12

Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Govenrment	**Class in Which Program Used (2)**	Economics

(1) I remembered	Roger decided that the watching the video was a waste of time so he started to ask questions and we took notes. There were about 8-10 12th graders. [NOTE: today was the day of the Senior Prom] R: Anyone here have trouble with computer? turn it on; hit wrong keys; computer errors. R: Did you have any tests? NO! R: then you didn't learn anything. R: What would you put on the test? bank terms -

	definitions; some situations - wrong, mistakes made ...; problem with customer, why shouting at me; guidelines: signature, verifications - steps to verify, loan - steps to verify. Ask a question: How would your team solve it? Ask questions about teamwork -- write an essay on teamwork in other classes - solve questions - compromise with team to anwer questions. Put the test on computer; edit draft, then on paper. R: Should the test be individual or team? Student said team work is important; do both - individual test and team test; Parkside: R: What about Parkside? S: [a number of students replied to this open-ended inquiry] way different; snap decision - keep moving; make lots of decisions fast. S: 600 rooms, what to do; wrong decisions, lose money; not enough time; Parkside is way different from Chelsea; Parkside is fast, Chelsea is a lot of thinking; guy really smells - really bank president; bank more like a real bank. R: Which one was more like my business down the street? S: [I didn't get an answer to this question]
(2) Reactions	R: I have a business down the street. Why should I hire you to work in my company? We import/export - need someone to deal with customers. S: to deal with bank customers, must deal with people. R: What do you know - you worked on a computer! S: we learned responsibility about money. R: Tell me one thing you took from this class and used in another class. S: teamwork. R: You had to type in decision and why - consequences S: that is kind of hard - we knew it was the right answer but it was hard for us to have the right words; explaining is important - you need to know why - "anyone can press 'A' and go on; if you don't think about it, you don't get it. R: Did you get a charge out of getting promoted? S: YES
(3) Thoughts about doing	R: Are some people just floating along? S: depends on the team - some teams won't allow it. R: Was it easier to float along than in regular class? S: in a lecture class, you can fake it - float. R: But did everyone get a chance? S: we had to switch - mouse, write, ... R: What is the best thing to learn in school? S: problem solve. S: deal with people. S: have your own opinion. R: Did Dave do some teaching? S: terms; situations to try; input to get started; stuff to get ready, off the board, no books, took notes. ... S: make 3 decisions at the same time - financial manager pops up, phone rings - ; it's more realisitic than the bank. Larry asked: How did you learn to to work? S: in our group we cooperated, we switched every session; we just did the switching. L: Sometimes you get along, sometimes you don't. S: you get to know the people; I don't like working in groups; they work if you get on their tails, have to push others to get grade. L: What did you do when not on computer? S: on non computer days we talked around the table about the simulation [there is a scene of this in the video]
(4) Response to program	R: But this kid said it was boring. S: not paying attention, didn't care about it. R: "Not another one of these coming up." S: - no one said anything like that. R: Kids can't do this very well - don't know anything about bank or hotel. S: there's a book, book in the computer; we ...; we use common sense. R: You're not learning stuff - not learning content. S; NO -- terms, vocabulary; boost, learn about hotel; in Chelsea know a little something, backs you up, in Parkside - know about hotel but won't get a manager's job right away.
(5) Other issues	R: I've asked you questions; what would you ask? S: should there be more simulations; not everyone has a computer.
(6) Other Comments or Observations	R: Should "I" give them some money to make more of these? S: YES. R: What's the most important thing if I make one of these? S: make sure kid learns from it; make good problems; listen to customers but "should I fire this guy because a customer said to fire him --need to hear both sides, probation;" we print out our decisions - can review. Chelsea-- keep going back and try again until you get promoted. Parkside -- goes too fast, make mistakes, no way back, keep losing money. "One boy just presses buttons and is always wrong!" S: You need a teacher. R: Let's say I'm King of NY - should we do more or less? S: do more. R: What about elementary school - this is too hard for them. S: preparatory .

Date of Interview	6/2/95		
Present Grade	6		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Business	**Class in Which Program Used (2)**	

(1) I remembered	R: Liked best? S: got to read what they say [illegible] Hard to do? S: go to manual and it tells you what to do; Mrs. Boyiatzis told us on 1st day what to do -- if stuck, she'll help -- she won [illegible] it. S: 3 in each group; S: sometimes we disagree - but good to communicate; if you need help - someone will help you; better to be with someone (in a group). ...
(2) Reactions	
(3) Thoughts about doing	
(4) Response to program	
(5) Other issues	
(6) Other Comments or Observations	

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Govenrment	**Class in Which Program Used (2)**	Govenrment

(1) I remembered	Graphics: He remembers and liked the details of the graphics; they were 3-D and made him feel like he was at the bank and part of the program. Remembers working as a group and made decisions together. He described the general details of the banking and Parkside programs. What he liked: for both programs, he liked the decision making process--it was fun. They accomplished a lot more as a group than if it were individualized since they could divide up the tasks. Liked least about C.B.: not being a V.P.; wanted the computer to show him walking into the bank instead of a fictional person. C.B. program length was perfect, it allowed enough time for the group to discuss the options and allowed time to think about the effects of the outcomes.
(2) Reactions	The most important thing in doing the simulations is group work: working as a group taught him how to communicate better; learned more about each other; and how to develop well rounded discussions. He also learned a variety of procedures that apply to different situations.

	Learned how to review a manual which was very helpful in the simulation. He learned how to handle overdrafts, which he hopes never to have happen in real life. Overall, the group only made one wrong decision. He can now organize his time better because of the program and it also helped him become more effective. The program also helped him get an internship with Chemical Bank (works with large accounts). It also helped him learn how to build good relations with co-workers and how to confront problems instead of overlooking them. As for school, the program helps him relate to business assignments better. Business class recommendation (Chelsea Bank) got him a job in the youth business program. He would like to do more simulations, he felt they were a good opportunity for kids. What would they be: how to get an after school job; program that would help kids decide to stay in school; college life--what it will be like, what types of decisions to make, etc. As for Parkside, he felt it gave the students more responsibility because it is harder; not enough time for decision making--quick responses were required.
(3) Thoughts about doing	Group Work (see question 2, plus): he had a good group so that made the task easier; everyone knew they had to be accountable; it would be a good idea if the group had to grade each other in addition to the teacher grade. He loves working with computers. Hardest: convincing the group that your idea is good and possibly right. How to convince: give the group reasons why idea is good; getting group to relax, then introduce the idea (get them in a good mood), how the idea could work, open the idea up for additional suggestions. Teacher help: teacher gave definitions; thoughts on how to handle special situations; how to use the manual; had class discussion where class shared ideas--this helped speed up the decision making; teacher had 2-3 big class discussions.
(4) Response to program	Bank teller job not boring. Customer Service job a little slow because the tellers were doing a good job. Program got tougher as it went along because the simulations got harder, however, our group did get more comfortable with handling the problems. Similarities with school: gym class allowed students to get a team together and decide on a leader; English provided group work to come up with ideas for various tasks. He thought some students got jobs because of the simulations. He put it on his resume and listed what they learned from the program and it provided computer skills.
(5) Other issues	He felt I should ask if the program was worth the investment, but he would first need to know how much the program cost and how much it cost to maintain. He was also interested in knowing where the $$ came from to create the programs. Overall, he felt the program was on the realistic side and was computer friendly (very easy to use).
(6) Other Comments or Observations	Student could generalize about what he had learned from the program. It was clear that he learned a great deal about problem solving, team efforts, and decision making. Student accepted to Long Island University and wants to major in Biology and go on to be a ped. surgeon.

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Govenrment	**Class in Which Program Used (2)**	Govenrment

(1) I remembered	Remember: Handling money, working in a group, working with the manual. Hated group work since the group didn't work well together. Simulations gave us a chance to work on the computer, which I liked. I liked the business aspects of the simulations, it gave us first hand experience on running a business.
(2) Reactions	Learned: to manage money, how to handle a checking/savings account better, a lot of patience when dealing with difficult customers. More simulations: she was interested in doing more simulations and did the next year when she used Parkside. Parkside got her interested in economics and now she wants to major in economics during college. She feels more simulations would be beneficial because they are realistic situations. What type of simulations: anything involving money and the real world (like investments, managing your own money).
(3) Thoughts about doing	She hated the group work. However, too many members were missing so the teacher switched some students around. She happened to be one of the students who got reassigned so once in a different gorup things were fine. She liked working in a group during the Parkside simulation. The idea of making money during the simulation got her motivated. She liked working on the computer and felt the simulation wouldn't work without a computer. During group work she manovered the mouse (which she had problems with). The teacher reviewed the simulation before the classes started working on the computers. Class discussion resulted in: better understanding of the simulation; sharing of ideas; the feeling that the time was put to good use. She and her classmates talked about the program a little outisde of class.
(4) Response to program	She got bored with Chelsea because of the group problem, but enjoyed the Parkside program when the group was reliable. Similarities with other activities: money situation is similar now that she needs to manage her money to prepare for college. Other students: some didn't come to class so they didn't care. If they other students did come to classs they had to learn -- no way around it.
(5) Other issues	Was it really beneficial. Are you glad you had the opportunity to participate. She now wants to open her own business.
(6) Other Comments or Observations	Wants to go on to graduate school after undergraduate studies. She was not motivated to talk with me which resulted in her continuously repeating herself or just wanted to comment with yes or no responses.

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Govenrment	**Class in Which Program Used (2)**	Govenrment

(1) I remembered	Remember: role of bank teller and customer service rep., the bum simulation. He found the bum simulation to be most interesting, and didn't like the forgery simulation. Being promoted was most exciting and it helped him stay motivated. Most of all he liked the computers and wanted to know more about the program itself.
(2) Reactions	Learned: the simulations are a lot like a real job which is a lot of work and it's a very important job; more about banking; to work with a team; how to respect others ideas; to not make decisions immediately but to wait until you hear all the evidence and arguments. The

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	teacher assigned the teams. The teams came up with the ideas on how to get the floater to work. He was interested in using other simulations and got to use Parkside which he found to be a little boring. The simulations helped him be a better team member during English and gym tasks. Other simulation topics would be: 911 operator, hospital position, restaurant manager. The simulations give you a view to the world problems and show you what kids need to learn to be successful
(3) Thoughts about doing	He enjoyed working on the computer and felt the project wouldn't be interesting without computers. The computer graphics/changes keep the students interested. He found that backing up choices with words was the hardest. His group used the manual a lot (they would not make it without the manual). Testing: he thought everyone should be given a question to answer and then if you give the wrong answer it is your own fault -- not the groups. He found Chelsea not be boring, but Parkside was boring at some points.
(4) Response to program	Ran out of time!
(5) Other issues	Ran out of time!
(6) Other Comments or Observations	

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Govenrment	**Class in Which Program Used (2)**	Govenrment

(1) I remembered	Remember: banking, working in groups of three, decision making, reviewing the manual, wasn't timed, group decision making (pro and con). Liked most: helping customers. Specifics: Remembers the scenario of manager as bum -- she persuaded the group to accept him after 10 minutes of discussion. She enjoyed all simulations. Always nervous about making final selection -- group got only two wrong. Teacher told them to discuss the choice even if they knew the answer immediately.
(2) Reactions	Learned about banking: no prior knowledge, various ways to help customers, how to be respectful, and careful, learned trust and good communication, to work as a group (liked working in a group which was different, generally worked independently). Now knows what it takes to budget money, open accounts (a lot of ID and information). He would like to do more. Worked with hotel program last year. Enjoys the role playing; Enjoyed being promoted and doesn't take these types of jobs for granted now. In Parkside, timing was a problem: it pressured group into quick decision making.
(3) Thoughts about doing	Group: learned to respect others opinion and feelings; how to work well together. Loves computers in general and would rather do school work on the computer, like taking notes. Hardest: handling tough situations (went to manual for information), decision making since he doesn't like it. Groups had to have discussion during simulation. Then next class period we would discuss what was hard and what the groups didn't like. He learned more ideas by discussing in class. Teacher did not discuss ahead of time. Just was given when needed

	which provided us with a challenge.
(4) Response to program	Discussion session sometimes got dull but program was fun and kept her interest. First couple of scenarios were easy then it got harder because the decision making became more complex. When wrong choice was made the group discussed how they made the wrong choice and wanted to do it over but not allowed. No similarities. Other students liked the program. Why: lots of excitement in discussing the program with other students after school. Looks forward to going back to the program instead of going to history. Simulation topics: lawyer position, hospital. She felt program was very much like a real position. She could talk more in depth with her aunt who is a bank manager and the program is like her job. I now have more respect for how hard she works.
(5) Other issues	She felt we covered all the necessary questions. She happy for the opportunity to participate -- not all schools have this program. It gave her a good business insight.
(6) Other Comments or Observations	

Date of Interview	6/2/95		
Present Grade	7		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Business	**Class in Which Program Used (2)**	

(1) I remembered	Remember: the friend, the bum. He liked working with the customers. They worked in groups of 2-3 which he really enjoyed. The computer had a few problems, it froze once.
(2) Reactions	Learned: how to balance a check book; how to make a deposits/withdrawals; terminology like payroll; how to handle the customers better. The simulations helped in his math class and with the program Hot Dog. Most important aspect was learning how to deal with money. Why: you need to know how to give exact change; it teaches you how to go into business for yourself; it teaches you how to do payroll; you will have less on the job training by doing this simulation. Hot Dog: it was fun; learn not to waste money. He is very eager to learn Parkside.
(3) Thoughts about doing	Groupwork: Liked working as a group; the group mostly agreed; developed more friends and learned more about them; liked receiving feedback; easier to make decisions with other than individually. We rotated the roles of recorder, math, typing. Used the manual a lot for clarification. Hardest: accepting others opinions. Liked working with computer, but hard to get into the programs. We had to weeks of pre-training: picking partners; how to open simulation; practice; learned check points. Teacher always asked students if they had trouble. Teacher wanted us to get two customers completed in a class period. As a group we developed our own rules and we each had responsibility.
(4) Response to program	Chelsea was not boring. His group had to be careful, because if you went too slow then you could get fired. It stayed exciting. Other

	students learned: to think about the situation before making a decision; it made us more competitive. We could relate business class to Chelsea: count out $; write checks; how to obtain necessary information. When we won we were happy and congratulated everyone. We got to have a pizza lunch with the teacher.
(5) Other issues	Questions: We should ask what the teacher and students got out of it. It provides the student with better business materials.
(6) Other Comments or Observations	This student believes that Chelsea is teaching him to be a banker and won't need as much on the job training. He also feels that this program taught him how to go into business for himself. He was the most verbal 7th grader I've ever interviewed.

Date of Interview	6/2/95		
Present Grade	6		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)		**Class in Which Program Used (2)**	

(1) I remembered	Remember: worked in groups of three; role of bank teller; had to make decisions. Liked best: customer in a hurry for a wedding. The decision making was sometimes too lengthy, so she found the questions to be boring.
(2) Reactions	Learned: how to be a teller, how to cash checks, about banking in general. She can not answer questions better and the group isn't getting as many questions wrong. You learn from the mistakes you make. Simulations help with math class since the teacher talks a lot about money. Group took turns typing in responses. Staisfying the customer is most important. Enjoys Chelsea: feels it is realistic; likes working with others. Wants to work with other simulations. Suggested topics would be: typing speed, efficient writing, math program like Chelsea, mystery solving.
(3) Thoughts about doing	Enjoyed group work, they didn't argue much -- they mostly agreed. When they did disagree they went with the one that made the most sense. They took turns providing the written response. Likes working with the computer and has used the computer in previous grades. Hardest part about working together: the response since they all have different ideas, but they just combined their response. The teacher explained how to work together as a group. It was her first time for groups work, but enjoyed it. Best part about groupwork: getting to know others better; fell smart when the group selects the right response.
(4) Response to program	A little boring doing the program each week, but the teacher makes it fun by rewarding them with a computer game if the group does well. It got easier because they learned the program and repeated the process every Monday during first period. No similarities -- noting relates. I could tell other students liked the simulation because they work laught and work well together. Other students learned how to be a better teller. This simulation shows what is like to be a teller in the real world. I have a computer a home so it wasn't a big deal to work with the computer. I would like to work on more simulations sometime, but not all the time because it gets boring. Every other week would be ideal -- during the off weeks we could have free time. I discussed Chelsea outside of class with friends -- we compared choices, notes, and asked opinions about the customer. We used the user manual a lot and it was helpful.

(5) Other issues	Ran out of time!
(6) Other Comments or Observations	

Date of Interview	6/2/95		
Present Grade	7		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Business	**Class in Which Program Used (2)**	

(1) I remembered	Remember: banking, being a teller. The first two scenarios were a little confusing but beneficial because they taught her about banking. Nothing she disliked.
(2) Reactions	Learned: to communicate better, to discuss the process better; knowing that if the right decision is not made then we are accountable for our actions (so accountability is important). Would like to do more simulations. Suggested topics would be: hospital, lawyer (I suggested these and she agreed). She worked with Hot Dog which is eight games which teach you how to handle a certain amount of money. Chelsea has helped her with decision making. I don't use it outside of class. Oh, looking at consequences is very important now.
(3) Thoughts about doing	Likes working in a group, but not the first time. She works in a group almost everyday in some class. Like the computers. Hardest part: Keyboard (not knowing the key strokes). Group: rotated their roles; they each gave a reason why they were making the choice (she gave in most often, she used the manual to prove her point); group was wrong 2-3 times; felt good to make the right decision because the program advanced them to the next level. The group reviewed the problem when the wrong choice was made, then they determined the correct answer. The group made their own rules (the teacher instructed this), and they wrote them on paper so everyone would remember. They worked in groups of 2 and picked their own partner. They made competition between teams -- the winners went on promotion (lunch outside of school with teacher). The simulations were realistic
(4) Response to program	Didn't get bored. Got easier because of familiarity, but at the same time it got harder because of more difficult decision making. Similarities: after Chelsea they played games with money. Other students liked it. Why: We had funs so others probably enjoyed and learned the same.
(5) Other issues	Would like to use the program again.
(6) Other Comments or Observations	

Date of Interview	6/2/95		
Present Grade	6		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Business	**Class in Which Program Used (2)**	

(1) I remembered	Likes all simulations so far. Likes using the mouse and she learns while playing. She now believes being a bank teller is much harder than she thought.
(2) Reactions	Learned: how to work in a bank, how to cash checks, how to count money. Other classes: writing in business class when a business problem is presented and dealing with the economy of the other countries. Would like to do more simulations. Topics: office type simulations or hotel. She likes the realistic aspect of the problems. Most important: getting the most answers correct -- I feel good when we select the right answer. It is sometimes hard to problem solve.
(3) Thoughts about doing	Likes working in a group. Group of 2-3. Not as boring working in a group because the group generates better ideas. We talk with other groups when in disagreement. We take turns in the group. It is sometimes hard to write the response. Likes working on the computers, but not the first time. The teacher discussed the scenario with us before hand. We work in groups during business class.
(4) Response to program	Boring only if doing the same task again. Program got easier because we became familiar with the program. The program relates to math a little. We discuss the program outside of class. Other students liked the program. Now I don't jump to conclusions, I try to listen to everyone first.
(5) Other issues	Out of time.
(6) Other Comments or Observations	

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Parkside Hotel	**Program Student Used (2)**	
Class in Which Program Used (1)	Economics	**Class in Which Program Used (2)**	

(1) I remembered	We work on a simulation each week. The program has a problem: occupation rate drops 100 to 1 no matter what you select, must go through four sessions to get it back up, it is happening to everyone. The group decision making is too slow. The problem is that not decision is made at the end, all the decision making is up front. Group member Andy turns himself off, but is back now. Group didn't do

	anything special to get Andy motivated. No group evaluation is given to determine grade. He likes the competition. Making as much money as possible shows you are making good decisions. So far, we made two wrong decisions. I wouldn't want this type of job yet, too much on the line.
(2) Reactions	We now gather as much information as possible before making a decision, in the beginning we didn't. We compromise more now. No transfer to other classes (only gym and work study). Likes it better than regular class (economics), so more simulations would be good. Computers are the future so we need to learn as much as possible. He didn't work with Chelsea
(3) Thoughts about doing	At first team work wasn't our first choice, but now we feel you need other opinions and ideas to make the right choice. Like computers. Nothing seemed hard. At first we rotated on the computer, but now who ever sits down in the front (middle) uses the keyboard and mouse. Risk taking is sometimes part of the choice. Teacher gave us directions to rotate and to take notes but group decided not to continue with the directions. Teacher explained what the simulation was about ahead of time. A day or two after the group work the class discussed how each group made decisions.
(4) Response to program	Not boring, but knew of others who got bored. It got easier over time, not that it was hard in the beginning. No similarities. Majority of students like simulations. Why: obvious because of the competitiveness outside of class (how many right decisions did you make? might be a guy thing! girls might not discuss it!)
(5) Other issues	Glitch is bothering. Fix it! Causes moral to be low.
(6) Other Comments or Observations	He was accepted to college!

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Economics	**Class in Which Program Used (2)**	

(1) I remembered	Liked making decisions about whether to lend money. Remembered the scenario about the homeless man the best. Program. Wed. Regular gov. class, Thur. Computer, log-out, talk about how you found answers to questions, Fri. Would think about our opinions, explain reasons, got better as we went along. At first everybody wanted to go their own way. We practiced letting different people be in charge each Tues. and Thur. Everyone has chance to lead and get feedback. Just talking about it me and the other girl said we should all take turns when we are in government class. We took turns typing, dictating, and using the mouse. Didn't get a chance to use the scanner. We did commercials about loans. We wrote a script using the homeless situation. Wrote in a group in government class. It was 2 ½ pages long. We used props and papers we got at the bank.
(2) Reactions	Overall reactions: Learned the most about-judging people and seeing them as equals. Also how to survive in the workforce and working

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	with money. A couple of times we made wrong decisions with this. Working with people got better. Before I liked taking charge. I like things my way. No I give others a chance to say their ideas. Before I'd say, "That's stupid." The first 3 times we made errors-- later made better decisions. First I did all the work. Later I wanted to know what they thought. In government class they said everyone should take turns on mouse, typing, talking. Got more involved.
(3) Thoughts about doing	Students responses to doing simulations: Hardest part was working with a group. Be careful-- don't come down hard on mistakes. I saw that it worked better. Teacher said, "Make it fun." Suggested how to work and not criticize. The teacher explained what we were going to do. Gave the class a pep talk. Later asked how did it go? Did the group cooperate? Were there arguments? Also asked other groups how they handled problems.
(4) Response to program	Student responses to programs: Not boring. Simulations got easier. Customer service easier because group working better-- put our minds together as one person. Transfer: Turn-taking helps me with my youth group. Also now when I work at the grocery store I talk to customers and tell them what is on sale. In simulations, customers told problems. I just picked up how to deal with this. A lot learned the same attitudes as me. Everybody a little better. Some learned how to work with computers better and how to catch mistakes.
(5) Other issues	You must know how to work as a group. I'm here to help group members-not take charge. It is hard work and it takes time to figure out. Typing, making decisions, sometimes people are absent. (Have to think what would my group think.)
(6) Other Comments or Observations	

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Economics	**Class in Which Program Used (2)**	

(1) I remembered	Math part. Check name-do your log on. Look at employee record. Prepare. At first the occupancy rate changes. Decision-making-cannot go back (bad). Should be able to go.
(2) Reactions	Learned: 1) Better with math and computer. Before I had trouble with percents. For loan renewals you must know the interest rates so you know what you lose if this isn't accepted. 2) The hotel takes patience. You must be sociable. Use in English: Helped with communication in groups. I understand my partners better. Ask questions and why they have opinions. Socialize-explain to other groups. Use in Government: For projects. Express publisher (picture simulation). This week we did a ____project. Made a chart.

(3) Thoughts about doing	Other Students: You hear different opinions. You have to explain your opinion. It helps us communicate better. Raphael- Write what you like and don't like. (One taking over-Rayfield suggested taking turns with tasks. Computers: I never used one before. Parkside-either Microsoft or Express. Lots of people helped. Word perfect. A friend taught me Windows and how to draw, during our free time. Mr. Rayfield asked "Have you looked in the mangers guide?" He makes sure the groups is doing well. If we are losing money, he asks "Why are you losing money?" You have to check how much you lost, what you did and where did you make the wrong decision. The first week you learn how to run the program, and how to advertise. A full class is not that common. If he has a question, he checks on the results and marks what you did wrong.
(4) Response to program	It's not boring, it gets easier. At first it was hard. I didn't know what to do. If you made good money, opened up Plaza. I can apply what worked earlier and avoid mistakes. Worker productivity and service was low, and now it is better. I made reservations for rooms. Customer service-check opinion and record what they say. Pick 4 decisions. Math class-It helped with percents and loans. I understand terms like ___rate and formula for computing.
(5) Other issues	Planning Resources: Rooms, money, allocation. Groups: Turn taking, listening, communication. Get closer to group members.
(6) Other Comments or Observations	

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Economics	**Class in Which Program Used (2)**	

(1) I remembered	
(2) Reactions	2. Learned: The basics of banking, the rules. Not really anything I couldn't do before. 2) Learned how to persuade. Backing up if decision correct. ??3) Check with the manager or manual 4) Make sure you are following procedures (can't go fast) 5) How to deal with customers-they are always right. The customer was sure she was right. You have to explain procedures. In real life I would ask more questions. Know different __?? Office politics-gossip. Know the people dealing, know when to keep your mouth shut.
(3) Thoughts about doing	3. Hardest. The most boring part was writing up why. It might help others to look over printouts of others and analysis. Parkside: More options, more financial, less developed graphics. Learned more about running a hotel. Choices more difficult. Homeless situation is bad publicity. If help keep coming back. Learned how to make firm decisions, deal with customers, employees, stockholders, get feedback and make consumer decisions about loans. Used financial things like balancing a checkbook, credit cards, loans.

	Chelsea: Rayfield -Talked about what would have happened the next day, advertising, and explained the competition. Reading/Writing in simulation-problem solving screen. The guide explained what you would have to do. Writing-took turns, ____? as a group. More reading in bank manuals. Dealing with people: Better view of what the options are; view teller at bank differently. More patient with people. Simulation explaining how to balance a checkbook. Others were getting better at dealing with customers. Some others started gathering more information. Later we were more careful in checking references. Our group was almost always able to compromise. We started working things out together. We wanted to get a promotion. Rayfield played a role.
(4) Response to program	Chelsea easiest of all. Parkside was short, it's not going anywhere. Parkside gets boring. If you miss, you are lost. When not waiting to put _____, you are out of it.
(5) Other issues	The situation is not like life. More involvement in bank, more choices. Need to interact. If it's not fine you can check with colleagues. The simulation was harder than the job at the bank working with computers (data entry, writing memos). Help others fill out applications.
(6) Other Comments or Observations	

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Economics	**Class in Which Program Used (2)**	

(1) I remembered	We got to be managers. There are a lot of pushy customers in the bank. Mostly good. Homeless man wanted to withdraw cash, should the teller help? Rich. More interesting. Liked all of them.
(2) Reactions	Learned: 1) How to deal with people. Not judge people by their looks. Be patient and help as much as you can. 2) Problem Solving. We focused on problems. They gave the information and we needed to make conclusions. We studied personalities and attitudes. We got background information by looking in past records and accounts. 3) It prepared us for the real world. It was like a real job. Know what to do, oversee, hire, fire. We learned how to deal with certain people. Group Work How to correct others and combine our ideas. It is better to work in a group and hear other ideas. Rapheal asked us to write

	the rules on teamwork. The rules are: listen, don't think what you have to say is the most important, and explain why you thought the decision was right. In both Parkside and Chelsea we needed to make decisions that effect customers. I made mistakes on both, but I was more careful on Parkside. It improved decisions making and analyzing problems. You think about the effect on other businesses.
(3) Thoughts about doing	Groups were fun. I learned other points of view. Computer-Improved skills. I knew the keyboard before. I learned what different keys are for. I learned how to type better. I took turns. Planning: Who would type and who would make decisions. We had to plan meetings at the hotel and decide what to do if something went wrong. Groups: Disagreements. ? disagreements. Talked over disagreements and how decisions would effect the hotel. We talked about what is best for business. Leader-told what you thought, combined with my own ideas. Rapheal told us "don't think you are always right." Gathering Information and Explaining-Gathered ideas of others. Looked in files and made notes. Technology: Chelsea was interesting. I wondered how to get on the computer.
(4) Response to program	4. Transfers: 1) At home if we were deciding on what would be best for the family. It improved communication with my parents-we would talk it out instead of yelling. We talked about where to go for college. We compromised. 2) Bank math helped me to solve math problems better. I studied to see how to solve problems. 3) Opinions of other people-homeless people. I learned not to judge so quickly. It might help me be a manager.
(5) Other issues	
(6) Other Comments or Observations	

Date of Interview	6/1/95		
Present Grade	12		
Program Student Used (1)	Chelsea Bank	**Program Student Used (2)**	
Class in Which Program Used (1)	Economics	**Class in Which Program Used (2)**	

(1) I remembered	Remembers customers and money problems-checks and signatures. The rich guy smelled bad. The lady with an attitude-got in a bad mood. SCANS Connections: Resources: Make script fairly commercial. Usually two would write and ask for opinions. Groups: Learned to share more. I would ask others if they want to take over. If I didn't know something I asked my partner. "Do you want to take over?" Reasoning. Just give up with it. Information: Had to read and analyze on screen and go back and check. Had to check manual. It I needed to know we' asked each other

	or Rapheal. I know some from Accounting. Before he taught a bit. Talk about this in Economics class. Some overlap. System. Rapheal taught about certain time. 5 pts. off. We were in his class (Rapheal). Think about it throughout the day. Technology: Keyboard, typing speed improved, computer literate. Helped with word processing because I was afraid about mistakes. Gave the basics.
(2) Reactions	Learned: 1) Responsibility. I used to work in a grocery. I would make mistakes adding before. Now I take it more seriously. 2) How to fill out a check. What to expect from managers-problems (people, pressure). Transfer: Other Classes. In Econ. and Gov. I'm more computer literate. I help teachers-Miss Emors. At student asked how to log out so I helped that student. Cooperation: I know how to deal with customers-be patient. Some of the things happened with the grocery. The cash register was busy, there were 10 customers and the boss was in the back filling the refrigerator. I needed to be patient and helpful. Nasty attitude reminded. Saw the consequences of not being patient-also managers guide. Parkside Hotel is good: It involves more of business and outside. Getting the hotel ready for a festival. Advertising. Make Chelsea more like Parkside. Only about problem- solving (own opinion) and less about how to decide. Parkside gives more ?? It got better as we moved through. I could handle problems better. I asked questions. I had to be sure before making decisions. I changed when I got bad results-more careful. Chelsea-Parkside: Had to take money from one area to cover others. Need to be careful with money-similar. Prepared with how computer and programs work. Decision making-good. Chelsea-no complaints. Parkside-Bad graphics, more exciting.
(3) Thoughts about doing	
(4) Response to program	
(5) Other issues	
(6) Other Comments or Observations	

Appendix E

Teacher Interviews

Interviews With Teachers

Date of Interview	6/2/95		
Grade(s) teaching	8	**School Name (video class)**	Business Acad. IS
Program Used (1)	Chelsea Bank	**Program Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Business	**Class in Which Program Used (2)**	30

(1) I remembered	Chelsea was real life to the kids. The business simulation and role playing was very good. They were exposed to different kinds of people. They had to make decisions based on situations and people. They learned a lot about following procedures, e.g. applying for loans. I (teacher) liked it because it was not cartoons. They [students] were exposed to real life. I think the students wanted more interaction with the computer [customers]. It was slow moving sometimes [due to the speed of the computer]. One of the problems was that the kids rushed sometimes. They wanted to make decisions without considering all of the information and all of the procedures.
(2) Students' responses to the program	They kids liked the simulations and they were involved. They liked working together and learned to deal with the people in the simulations as well as their classmates.
(3) Thoughts about teaching	They learned some problem solving. This could be integrated with other subjects, but it is not. I think it would be good to integrate with math, etc. It is not happening. I diagnose by listening to conversations to find out when they are having problems. I try to get them to listen to each other, e.g. "Listen to what X is saying. I think she has a good idea." I feel I am coaching them to look for information and to listen to each other. Sixth grade is the right grade for Chelsea (in terms of difficulty for the students). I think Parkside would fit my curriculum better since it is based on some concepts I am teaching in Business. I think that a career day kind of simulation would be good. The most important skills they are learning are critical thinking, problem solving, and professionalism. The do get a lot of math with Chelsea. The are also learning basic concepts about balancing checkbooks, counting money, etc. They need the group work! I let them choose their own partners.
(4) Response to program	There were a few bored kids, but those were the ones that want to get out of everything. Many of them made connections to home concepts, e.g. balancing the checkbook. They said they now feel more comfortable in a bank and they know more about what a bank is all about. [The class had to lay out a bank in a class exercise--showing where all of the different components would be.]
(5) Other Issues	Making Chelsea into a book wouldn't work. The interaction on the computer [however minimal] is needed. None of the kids coming to our classes have a lack of knowledge of computers. They learn that stuff from games, exposure in schools, and even at home.
(6) Other Comments/Observations	If I were to design a test for the simulation it would have on it: 1) math skills; what is a good check (concepts); procedures for doing things in a bank; and handling personal matters. If I gave them a problem (not workplace) could they solve it?

Sure! What problem or what kind of problem? Not sure! I would test them individually to see what each student got out of it. No group assessment. I think they should be tested on ethical issues. They need to follow procedures and run an ethical business. What kind of assessment do I use to check outcomes? I don't use any, but what I would do would be to develop team portfolios. This year 6th graders are immature, but not too immature for Chelsea. I liked Hot Dog because of the immediate application. There are lots of skills that are taught. I don't like the cartoon aspects of Hot Dog.

Date of Interview	6/2/95		
Grade(s) teaching	8	**School Name (video class)**	Business Acad. IS
Program Used (1)	Parkside Hotel	**Program Used (2)**	
Class in Which Program Used (1)	Business	**Class in Which Program Used (2)**	

(1) I remembered

I did both Chelsea and Parkside. I like Chelsea better because there is more math and this level needs that. It focuses on money and thinking mathematically. They gain knowledge of banks, management skills, and those sorts of things. The bank is more familiar to them and the hotel is not so familiar. There is more immediate application for Chelsea. I remember the Parkside incident with the money left in the room and they had to decide what to do. It was moral dilemma. They had to think about the consequences. It was good for them to think about that problem. With the numeric decisions they saw the immediate consequences. They understood profit and loss. I used both Parkside and Chelsea two times a week. During the classes, I spent about one half hour on discussing the simulation and then they worked on the simulation for about half an hour. On the other class days we studied other topics that we needed to cover.

(2) Students' responses to the program

The most important things the students learned were 1) making decisions (understanding options, understanding feedback--they want feedback; 2) working cooperatively--especially in English class where they play the role of the teacher and have to explain); they understand relationships. One student at each computer wouldn't work. They have to learn to take different roles and work with other students. More simulations for other things I teach would be very good. They get the kids very involved.

(3) Thoughts about teaching

There was not much connection with other classes. The math teacher is doing some things with Chelsea Bank in math class. I'm not sure how we could get the integration with other subjects going, but I think the integration could be done and would be very good. The computer is essential because it makes the simulation work. The kids had no confusion is using the computers. There were connections to my other classes. We did some role playing and did some simulations in other classes. My major role in using the Chelsea Bank simulation was helping students to clarify problems and issues. When some students couldn't read English (second language), other students read to them. There were no other problems in reading the information off the screen.

(4) Response to program	They liked learning real life things. The seemed to communicate and make decisions. The simulations brought them to the work setting. They saw how a company actually works.
(5) Other issues	In the summer workshop I learned about helping students develop communication skills and teaching cooperative learning skills. There was not much communication with other teachers in the schools about the program. We should think about how to integrate the program with other subjects. This is a pretty traditional school. Each teacher does his/her own thing and not much working together.
(6) Other Comments/Observations	If you ask other teachers about their reactions to the simulations, you should ask them if it too difficult for the students (espicially the language). Sometimes the language is too difficult. Some of the terms such as profit/loss and other technical business topics are not familiar to them. I have to go over those with them. Also, ask them what grade level is best for the simulation. I think Parkside should be used at grade 8 and up. Ask them, how it helping students? Academically? Socially? I think they are learning to work with others. They talk with other students and they have to work through their differences. Sometimes they get upset.

Date of Interview	6/2/95		
Grade(s) teaching	7	**School Name (video class)**	Business Acad. IS
Program Used (1)	Chelsea Bank	**Program Used (2)**	Chelsea Bank
Class in Which Program Used (1)	Business	**Class in Which Program Used (2)**	25

(1) I remembered	I thought it was very realistic. I thought the scenarios were good and the issues they focused on were good. The beginning scenarios were easier, but that was alright since it helped the students to get started. The reality orientation was very important. The reality orientation was important, but there are some students who had not been to a bank. We had to discuss why the various incidents might have happened. For the project, we would spend 20 minutes discussing a previous scenario.
(2) Students' responses to the program	When the students were having problems figuring out what to do, they would call me over for help and to ask questions. Arguing was an indication that there was a problem. Their voices got louder and they argued about responses. I think that what they learned most from the simulations was teamwork (problem solving as a group). Next in importance was sharing decisions, and almost important but not as important as the first two was learning new concepts (banking, money). Sometimes the students had difficulty putting their decisions (consequences) into words. They seemed to know what the consequences were, but they had difficulty writing what they thought.
(3) Thoughts about teaching	If I was to develop a test for the simulation it would present new bank problems to determine how students might solve the

	problems. I think they would need both individual and group tests to see if students had learned to work together and to see if they had individually learned new concepts. The assessment should definitely be administered on a computer.
(4) Response to program	The biggest problems students had was when they couldn't decide who was right. I would urge them to go back and use the information sources and think their way through the problems. Some students always wanted to skip steps and just kind of guess what the best response was. I don't think the simulations would be as effective if the students worked alone. They wouldn't have anyone to interact with and to learn from. They need to check with a peer and discuss their choices.
(5) Other issues	I didn't find that computer literacy was a problem for any of the students. Some of the terminology was difficult but I tried to cover that in business class. In the Parkside simulation there is a lot more reading than doing. I think think there is enough reading in Chelsea because they have to write themselves (consequences). In Parkside they are reading more. We worked to tie the simulation into their Business Academy courses. Parkside is somewhat harder. I don't like the number of problems in Parkside. But it's not the problems that makes Parkside harder, it's the reading and remembering. Reading Parkside got boring for some of the kids. Chelsea is more motivating. Parkside is just throwing problems at you. Parkside should have more animation for eigth grade and below.
(6) Other Comments/Observations	A variety of simulations covering different careers would be good. They could have banking one day, hospital work another day, and airline work another day. We started out by setting up teams randomly and then I took a chance and let them use friendship teams. That worked out pretty well. I introduced Chelsea by talking about banks and bank careers. We played lots of games that developed concepts of teamwork. If I were to develop a test for the simulation it would not emphasize the banking concepts. It would emphasize teamwork, careers, and problem solving. Traditional teachers wouldn't do well with this program. You have to be motivated and willing to try new things. There are certain teacher characteristics that make the program successful.

Date of Interview	6/1/95		
Grade(s) teaching	Administration	**School Name (video class)**	John Jay H.S.
Program Used (1)	Chelsea Bank	**Program Used (2)**	Parkside Hotel
Class in Which Program Used (1)		**Class in Which Program Used (2)**	
(1) I remembered	First statement was "We were looking for alternatives;" we have a partnership with Chemical Bank so CRI was a natural. (It was not clear to me which came first - BGG). I looked for teachers who could get along: Dave was a natural because he does computers but he's a history teacher; also Danny - English, and someone else in history. Stu then proceeded to tell me about the school and himself. He was at the main building and there was a teacher-in-charge at the annex --did not work		

	very well. He requested placement at the annex and has been there a couple of years. This year, 1995, is the first graduating class - began 4 years ago with just 9th graders. Stressed that we are a community school. Stu redesigning the school: they have Annenberg Fund money: students first take "liberal arts" class, then they do the simulations, then a real internship. He takes to school-to-work transition seriously. His goal: go beyond chalk and talk, pen and pencil, use computers. Wants students to prepare a videotape of selves to use for college and/or job interviews: build a story about self.
(2) Students' responses to the program	They make decisions based on the problems. It goes beyond the surface -- WHY do this -- regular class doesn't always do it. Helps kids to understand jobs, areas for the future; education in books is one way, simulations closer to reality, real experience. The team work is critical -- his reasoning: in a group a poor reader (with a DRP of 1 or 2) may be a great calculator - give him/her a chance to participate. Generalization: Danny does more writing -- stories, rules and regulations. I'd like to move into Foreign Languages e.g., foreign currencies. Major outcomes are obvious: school-to-work transition; in school, simulation, internship; group work; portfolio -- who am I? Sell self to employers. Other outcomes are social and building social skills: social and group dymanics, getting along, give and take, be with each other, learn about each other, de-emphasize red or white or pink or yellow (race and other surface differences).
(3) Thoughts about teaching	There are 32 teachers in the school. We have 2 new teachers for next year and 2 that can't be released. I need Dave to do turnkey -- Dave has trained some teachers to use computers for administrative purposes; Dave does as much as he can; he could always do more -- we all do as much as we have to - to get the job done.
(4) Response to program	----
(5) Other Issues	Questions to ask: How do you see the simulations as fitting into a total school curiculum? How do you see lessons used for students but also for parents? Important to help parents become involved with the education of their kids. How do kids feel able to do simulations? Kids do own simulations, how they see themselves. How do you make it a turnkey operation within the school? At our school we end at 2:07 but teachers here until 2:30; we use that time already -- sharing and how to do it.
(6) Other Comments/Observations	I'd like to move beyond simulations to job experience.

Date of Interview	6/2/95		
Grade(s) teaching	Administration	**School Name (video class)**	Business Acad. IS
Program Used (1)	Chelsea Bank	**Program Used (2)**	Parkside Hotel
Class in Which Program Used (1)		**Class in Which Program Used (2)**	

(1) I remembered	I did the grant writing. I programmed it into the class schedule. My job was to determine the best way to implement it. Also get the "best" teachers for it (fit teachers to program, not necessarily the best teachers). Selenia ---- and Diana ---- are the technical experts. I do not serve as the intermediary between teachers and CRI. What has worked is very valuable: collaboration with CRI, training of staff, support from CRI, quality of the resources and materials. I am also pleased to say that it (Chelsea and Parkside) fits the curriculum we have. I am very happy with the program; and the way it fits into a curriculum. Evda brought in Hot Dog -- seems like a good fit with Chelsea and Parkside.
(2) Students' responses to the program	Kids are, for sure, learning things: decision making, teamwork, negotiation. Diana's class last year was a really tough group and they got it (I think these are the TV kids). There is transfer to real life and the 8th graders last year stated it: decision making, team, negotiated to reach a conclusion. What about other simulations? 6th grade = enterpreneurship; 7th = ??. All our curriculum is evolving. We are building our program -- all the kids are involved in business (NOTE: Freda Carter is the Assistant Principal at IS 218 in the Business Academy; school is divided into several units.
(3) Thoughts about teaching	I went through some of the simulations early on but not for a while. Cooperative mentoring with JP Morgan who linked us up with CRI. Teaming is a school-wide thing: kids team, teachers team 2 ways: keep same kids or in curriculum teams. We are working on boosting parent involvement: this is hard to do. Our population is not transient -- it's stable mostly from Dominican Republic.
(4) Response to program	There is no boredom factor. There is a high level of involvement -- no boredom. What learned: connected to critical thinking area; look at problem from global and specific perspectives; therefore decision making is most critical aspect -- how to deal with situations and make an appropriate decision and to be able to justify that decision; it encourages metacognition: kids need to think about the problem, the decision, and the reasons.
(5) Other issues	Other questions to ask: covered most of it. Is there a piece missing? She said evaluation. I suggested tests and she indicated that some testing would be good and needs a way to evaluate what the kids are learning. She talked about transition to ??? I lost this but it may come back to me.
(6) Other Comments/Observations	I like the program because: kids like it; it motivates both the kids and the teachers. She didn't say this at this point but said it earlier: she likes the high level of resources available and CRI support to users.

Date of Interview	6/1/95		
Grade(s) teaching	11	**School Name (video class)**	John Jay H.S.
Program Used (1)	Chelsea Bank	**Program Used (2)**	Parkside Hotel
Class in Which Program Used (1)	Govenrment	**Class in Which Program Used (2)**	Economics

(1) I remembered	[NOTE: this was a group interview with Roger and Larry asking most of the questions.] L: We could hypothesize that the program works because of you. You do more than fire up the computer. D: laughed.
(2) Students' responses to the program	These are general comments from the first few minutes of the interview. R: this is what i got from the kids: working together, don't jump to conclusions, probe before responding, actions have consequences, problem solving. C: kids show respect. L: learn to listen to each other. B: learn patience and tolerance with other people. D: I had one boy no one wanted to work with - he got 2 girls to work with him -- at mid-simulation assessment, this group worked best: good at compromise, good cooperation. [friends may not be good working together]
(3) Thoughts about teaching	Links to other courses? D: this is a weakness. Programming can't keep kids together for math - math is an obvious link to hotel - I would have liked to have a "real" math teacher as a partner. L: the girl who is working at the bank indicated that there is more reading and writing on the job. D: weakness of the program - not enough reading and writing; they need to take notes; e.g., manager's guide: note what manager's guide says, note what group members said, keep a coherent record, use notes to inform decision making. D: my style is hands off - watch, intervene -- walk them through it: steps -- go to manager's guide, talk to each other, serve as guider - coach, not tell answer, walk away before decision is made. L: What things do you watch for - re: intervening? How do you make these decisions? D: 1) student body language - looking around, 2) half-way assessment - what was working, what was not working: 1st period class can't make decisions on own, people come late -- solution deductions off grade late, absent; 4th period class some people overbearing, some do same job all the time, made them switch roles.
(4) Response to program	D: kids like to work the computer; don't have own computers. D: task assigned - write an advertisement; they used desktop publishing, brought in graphics.
(5) Other issues	R: to summarize: 3 major teacher training issues: 1) your ability to discern when kids are motivated, 2) your ability to have them tell you what works and what doesn't work, 3) did this come out of the teacher training workshop? Is it the way you teach? D: we had great support from CRI. History/government class not as well linked to Bank as economics was well linked to Parkside. My main priority is regular course -- to pass the RCT (Regents). Could link to Economics; hard (impossible) to link to American History. D: These simulations provide school-based training in coputer use, word processing, Windows -- there is no word processing in NYC curriculum any more. L: Implication: Bank will lead to job at bank; Hotel will lead to job at hotel. D: some kids have inflated opinion of self and what they will be able to do
(6) Other Comments/Observations	

Date of Interview	6/1/95		
Grade(s) teaching	12	**School Name (video class)**	John Jay H.S.

Program Used (1)	Chelsea Bank	**Program Used (2)**	Chelsea Bank
Class in Which Program Used (1)	Economics	**Class in Which Program Used (2)**	Economics

(1) I remembered

Visual. Frequent need for pen to make decisions cooperatively.
Now in competition with other teams. Other teams are going to the printer, getting their results and comparing them.
Feedback effective. They knew if they made a good decision-wanted to learn more. Most of the time they made good decisions. They needed to make a good impression on the team.Toward End of ____?
Create radio and T.V. commercials. Services in modules taken.
Worksheets: 1) loans, 2) ___services 3) statement of account
Month before-kept same teams. Choose services to building.
SCANS: 1) Motivate to think of commercial 2) What made them good? 3) Reflect on tasks 4) Brainstorm in groups.
Consider Services - In teams re-collect from worksheets and simulations. Written reports required after simulations-summary of decisions.
Choose Topic. Work up a script in groups. Variety of behaviors. Kids more ___? forward entertainment moved more into it. "At a certain point the doers take the reins." "It is hard to push the kids because they don't have the self-esteem."

(2) Students' responses to the program

Not easy decisions.
Two full periods and then find the teacher doing prep. Three good commercials (3-4 kids). As they built the commercial-needed to show them how to block it and do the script. Meet during prep. period.
Others got st____? Didn't coordinate, didn't get script done, didn't get to perform.
Information - 1)Review materials on products (loans etc.) 2) Collect print outs on bank services.
Systems - Knew when Classroom, Inc. requested deadline for script, props, rehearsal.
Technology - Hired team of professionals.
Resources - Props discussion, made things

(3) Thoughts about teaching

(4) Response to program

(5) Other issues

(6) Other Comments/Observations